

Suid-Afrikaanse Biblioteke

Copyright Law in South Africa	by J. S. F. Ungerer	33
Bibliographical Notes .. .. .	.. .. .	39
Nuwe Rigtings in die Biblioteekwese ..	by P. C. Coetzee	40
Library Notes and News .. .. .	.. .. .	46
Library Legislation in South Africa ..	by M. M. Stirling	49
Appointments, Retirements, etc. .. ..	.. .. .	55
Professional Education .. .. .	.. .. .	56
S.A. Library Association, Transvaal Branch	Report of the Activities of the Branch	58
Professional Education and Training ..	by F. Seymour Smith	60
Select List of New Books	by P. R. Davis and R. F. Kennedy	66
The Library in a High School	by S. T. Speight	73

DRIEMAANDELIKS UITGEGEE

deur

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No. 2

COPYRIGHT LAW IN SOUTH AFRICA AND THE FOUR COPYRIGHT LIBRARIES

by

J. S. F. UNGERER

(Concluded from page 32)

SOUTH AFRICA

Cape of Good Hope

The earliest attempt to protect copyright in literary works in South Africa was the passing of the Cape Act of 1854, authorizing the importation of foreign reprints of books first written, printed, or published in the United Kingdom. 20% *ad valorem* import duties had to be paid on copies so imported, and all copies had to be stamped by the Collector of Customs.

The Copyright Act of 1873 provided for copyright to subsist in works registered with the Registrar of Deeds of first publication for a period of thirty years from date.

For the registration and preservation of books printed in the Colony, the Books Registry Act of 1888 was passed. Under this Act the publisher of every book first published in the Colony had to deliver, within one calendar month after publication, four copies of the book to the officer appointed by the Governor to receive such copies. The Officer had to register the book in terms of the Copyright Act of 1873 and had to deliver, of the four copies so received, one to the South African Public Library, Cape Town, one to Grahamstown Public Library, and had to dispose of the other two as the Governor from time to time directed. ⁽¹⁾ Quarterly lists

(¹) Dyer, B. L. *Public library systems*. Kimberley, 1903. p.41.

of works registered had to be compiled and published in the *Gazette* by the Registrar of Deeds. ⁽²⁾

The Copyright Protection and Books Registration Act of 1895 made it illegal for any person other than the owner of copyright in books registered under the Act of 1873 to import copies of reprints of such books. This protection was extended to books which had been registered in any colony of South Africa.

Natal

In Natal copyright protection was granted under the Copyright Act of 1897, which repealed the former Act of 1896. Copyright in books registered with the Registrar of Deeds, lasted for forty-two years. Within three months after first publication of a book, two copies had to be delivered to the Colonial Secretary.

Protection for plays and musical pieces was given under the Playrights Act of 1898 on condition that these were registered in terms of the Copyright Act of 1897.

Transvaal

In the Transvaal the main provisions of the Copyright Act of 1887 resembled those in force in the other colonies of South Africa. Copyright subsisted in works already published for fifty years from date of first publication and, in works not yet published, for the life of the author and thirty years after. Within two months after publication, the author, printer or publisher had to lodge three autographed copies of the book with the Registrar of Deeds. Books published before the Act came into force had to be registered within six months from the commencement of the Act. Monthly lists of books registered had to be published in the *Staatscourant* by the Registrar. Of the three copies deposited with the Registrar, one remained in his office, one was given to the State Library, and the Government disposed of the third copy. This law was later amended to extend to other states or colonies of South Africa on condition that owners of copyright registered in the Republic receive all privileges and protection in accordance with the law of copyright in force in such state or colony.

(2) Campbell, F. The theory of national and international bibliography... London 1896, p. 324, mentions, under *Cape Colony* "Transcript (*Quarterly*) of the Entries Registered in the Register Book under Acts No. 2 of 1873 and 4 of 1888... published in terms of Section VI of the last-mentioned Act, etc."

Cf. also *S. A. L.* v. 1. no. 1 : 34.

The British Museum has a transcript of the copyright Register from 1894 to 1901.

Union

Copyright law in force in the Union of South Africa is laid down in the fourth chapter of the Patents, Designs, Trade Marks, and Copyright Act, No.9, of 1916, sections 141 to 160. As already stated, the Imperial Copyright Act is adopted and declared to be in force in the Union, subject to certain amendments and modifications. The Union Act became law on January 1, 1917, and has not been amended since.

Under the Act copyright now subsists automatically and without registration in every original literary, dramatic and artistic work if (a) in the case of a published work, such work was first published in any part of His Majesty's Dominions where the Imperial Act is in force, and (b) in the case of an unpublished work, the author was at the date of the making of the work a British subject or resident within such part of His Majesty's Dominions as aforesaid. Provision is further made for copyright protection under the Act to extend to British Dominions where the Imperial Act is not in force, to countries belonging to the copyright Union, to the United States of America, and to the Irish Free State.

Copyright is defined in the Act as "the sole right to produce or reproduce the work or any substantial part thereof in any material form whatsoever, to perform, or in the case of a lecture to deliver, the work or any substantial part thereof in public ; if the work is unpublished, to publish the work, or any substantial part thereof ; and shall include the sole right :—

- (a) to produce, reproduce, perform, or publish any translation of the work ;
- (b) in the case of a dramatic work, to convert it into a novel or other non-dramatic work ;
- (c) in the case of a novel or other non-dramatic work, or of an artistic work, to convert it into a dramatic work, by way of performance in public or otherwise ;
- (d) in the case of a literary, dramatic, or musical work, to make any record, perforated roll, cinematograph film, or other contrivance by means of which the work may be mechanically performed or delivered,

and to authorize any such acts as aforesaid."

Except where otherwise expressly provided, copyright subsists for the life of the author and for fifty years after his death, provided that after he has been dead for twenty-five years anyone may make application and

reproduce the work under license as provided for in the Act. For joint authors, copyright subsists during the life of the author who dies first and fifty years after his death, or until the death of the author who dies last, whichever is the longer period. For posthumous works copyright lasts for fifty years after first publication. In Government publications copyright vests in the Crown and endures for fifty years from date of publication.

The owner may assign his copyright either altogether or some part of it, and either generally or subject to territorial limitations, for all or any part of the period of duration. Such assignment must be in writing and signed by the owner.

Although copyright automatically subsists in any published or unpublished work without registration, provision is made for registration of copyright in any literary, dramatic, musical, or artistic work first published in the Union, and for assignment of copyright in such works. Any person who may innocently or purposely infringe copyright so registered shall be deemed to have been aware that copyright existed in the work and shall, therefore, be held liable for damages even if he could prove that he was unaware of the existence of copyright. Very few registrations for copyright in literary or dramatic works are being made; the majority are for musical and artistic works.

What really constitutes infringement of copyright has for long been a debated question. A repetition from memory is not regarded as publication and, therefore, is not infringement. For the purpose of the Act "copyright in a work shall be deemed to be infringed by any person who, without the consent of the owner of the copyright, does anything the sole right to do which is by the Act conferred on the owner." Only in innocent publications can copyright be infringed; books of an immoral or irreligious tendency have repeatedly been decided to be incapable of being made the subject of copyright. In case of infringement the owner of the copyright has the right to bring a civil action against the infringer, and is entitled to all remedies by way of injunction or interdict, damages or otherwise, as conferred by common law for infringement of a right.

Delivery of books to certain libraries

Within one month after publication the publisher of every book first published in the Union must deliver free of charge one copy of the book to each of the following libraries: The South African Public Library, Cape Town; The Library of the Natal Society, Pietermaritzburg; The

State Library, Pretoria; the Bloemfontein Public Library; and the Library of the British Museum, London. In the case of a work published in series or parts, copies of all parts or numbers have to be sent. A publisher who fails to comply with this provision shall be liable, on conviction, to a fine not exceeding five pounds and the value of the book, the fine to be paid to the authority of the library to whom the book ought to have been delivered. A certificate given under the hand of the librarian shall be sufficient evidence of non-compliance. "Book" for the purpose of this provision includes every part or division of a book, pamphlet, sheet of letter press, sheet of music, map, plan, chart or table separately published, but shall not include subsequent editions unless alterations in the text or illustrations have been made.

The privilege for certain libraries to receive free copies of a book under law began in England with the passing of the Copyright Act of 1709. It is not quite clear why this provision was made. Perhaps for privileges lost when the new law came into force, or perhaps for the purpose of preserving copies of books in certain libraries. In South Africa, under the Cape Act of 1888, as already stated, the South African Public Library and the Public Library at Grahamstown each received a copy out of the four copies deposited with the Registrar of Deeds, and, although the Act was passed for the purpose of preserving copies of books first published in the Colony, it was nowhere provided in the Act that these libraries should preserve the copies so received permanently. In the Transvaal no stipulation was made regarding the copy given to the State Library, and even to-day, under the Union Act, there is no statutory obligation for the copyright libraries to keep the copies so received permanently or in a separate collection. It would, doubtless, have been of advantage to the student of the future if such a clause had been inserted, considering how frequently books go out of print and the extreme difficulty one sometimes has in locating copies of certain books for research students.

The State Library is keeping all copyright accessions, with the exception of serial publications and Government reports, in a separate collection to which the public has no access. Serial publications and Government reports are kept in collections apart from these. Although books from this collection are not allowed out on loan, except under special circumstances to institutions and public libraries, any person may consult the books in the collection in the Reference Library, and as additional copies of all books in this collection are purchased and placed in the Lending Library, persons may borrow copies of the books from there. The usefulness of this collection speaks for itself. During library hours a person

is able to consult practically any book published in the Union since the Copyright Act came into force. Great pains are taken to make this collection as complete as possible and, in order to achieve this, local newspapers and periodicals are carefully scrutinised for reviews and advertisements about local publications, lists from local publishers are carefully checked, and a local bookseller has been instructed to supply the Library with a copy of every publication, excluding serial and Government publications, issued in the Union. This is proving to be of great help for, on receipt of the copy supplied by the bookseller, full particulars about it are noted and, unless its publisher supplies a copy in terms of the Act within one month from date, a note demanding a copy is posted to him. For the past four years or more the four copyright libraries have been exchanging lists of copyright accessions, and the lists received from other libraries are carefully checked by the State Library in order to trace any omissions from its own list.

In spite of all this vigilance some publications are not traced until months, and in some cases even years, have elapsed, and the fact remains that it is possible for a South African publication to remain in comparative obscurity and for its publisher to evade the obligation of the Copyright Act, either through ignorance or wilfulness.

The compilation of a catalogue of publications issued in the Union will sooner or later become a necessity as a temporary means for tracing South African publications and as a step towards the completion of an up-to-date South African bibliography. From what follows it will be obvious that the task will be a difficult one if anything like completeness is aimed at. Unlike publishers in Europe and America, South African publishers, with the exception of a few, do not compile complete lists of their publications, which, in the absence of the book itself, might furnish the necessary information about the book. With the exception of the State Library, not one of the copyright libraries preserves copyright accessions in a separate collection and, in the nature of things, that kept by the State Library must be imperfect. Not one of the four libraries has a separate list of copyright accessions and, though all doubtless keep counterfoils of receipts issued for copyright accessions, these counterfoils would contain the bare minimum of information respecting each work. It is provided in the Act, as already stated, that copyright may be registered but, as copyright automatically subsists without registration, very few registrations are being made and the majority of these are for musical and artistic works. It is evident, therefore, that information about very few literary works published since the Act came into force can be had from the

Registrar of Deeds. It is true that the monthly lists of copyright accessions issued by the State Library furnish as much information regarding each work as can reasonably be expected, but these lists only started a few years ago and the bulk of material for former years still remains to be done. These lists are distributed by the State Library to persons, libraries and institutions in South Africa and all over the world free of charge and, judging by the constant requests from libraries and institutions abroad to which these lists were not formerly posted, to be placed on the regular mailing list, and for as many back numbers as may be available, it is clear that they are proving useful to the outside world, and that a complete list will be equally welcome.

It was suggested by Mr. Freer ⁽¹⁾ that the four copyright libraries should co-operate in the compilation of a complete catalogue of Union publications, but from the foregoing it is obvious that a work of this nature will take time and money and it is realized that not one of the four libraries is in a position financially to devote time and labour to it.

In South Africa we find some striking examples of useful work in connexion with libraries being done voluntarily. In the State Library a list of copyright accessions is being compiled unofficially. ⁽²⁾ For the present this list is confined to books only but later may be extended to include serial publications other than newspapers and periodicals. Perhaps some person or persons may undertake to work back from the end of 1916 to 1910, or even earlier.

(Concluded)

⁽¹⁾ *Closer co-operation between the libraries of South Africa*. L. A. R. 3. ser. v. 2, no. 4, April, 1932.

Cf. also *S. A. L.* 1 : 34, July, 1933.

⁽²⁾ By the writer.

BIBLIOGRAPHICAL NOTES

Bechuanaland News — The University of the Witwatersrand Library has acquired the files of the *Bechuanaland news* for the years 1888 to 1902 from Mr. Philip Townshend, who edited the paper at Vryburg at the time.

Woodpulp and Paper Factories. — In the *Government gazette*, v. 100, no. 2283, 28th June, 1935, p. 690, applications are invited for the right to erect and operate woodpulp and paper factories on crown forest reserves, within the boundaries of the Union, on a site or sites to be agreed to by the Minister of Agriculture and Forestry. Wood of pine species is to be supplied by the Government at specified prices.

Africana. *In preparation* : A provisional mimeographed edition of *The Pre-Victorian Products of the Cape Press, 1796-1837. Being a chronological bibliography with annotations of all civil products of the Cape Press.* Compiled by Dr. P.W. Laidler, F.S.A. Scot. (S. A. L. A. Bibliography no. 1). 1935. Comprises over 800 items. About 2/6.

NUWE RIGTINGS IN DIE BIBLIOTEEKWESE

Deur

P. C. COETZEE

Waarnemende Bibliotekaris, Universiteit van Pretoria.

I.

Van verskillende kante word in die jongste biblioteekliteratuur ontevredenheid ge-uit met bestaande toestande op gebied van die biblioteekwese. Al die besware en kritiek kan maklik saamgevat word in die vraag : "Het ons wel die reg om van so-iets te praat as 'Biblioteekwetenskap'?"

Wie homself deur 'n lang en deeglike studie meester gemaak het van sertifikate, en homself op die manier bekwaam het vir die vak, sal ongetwyfeld die antwoord op die vraag, gegee deur 'n vooraanstaande Duitse bibliotekaris, nie alleen kras maar selfs in hoë mate onbillik vind. "Dasjenige, was wir 'Bibliothekswissenschaft' nennen, ist massgeblich zur Stunde noch nicht formuliert, weil die Aufgabe des Bibliothekars in ihrem Ausgangs- und in grundlegenden Gesichtspunkten es noch nicht ist" (1).

Hoewel Bibliotekarisse 'n tegniek ontwikkel het wat die meeste van die praktiese probleme van die daaglikse biblioteekwerk oplos op 'n wyse wat soms meesterlik is, het hulle nog nie genoeg aandag gegee aan die grondbeginsels wat hulle beroep onderlê nie. Hulle het hulself nie genoeg besin oor die rol wat hulle in die samelewing speel nie, of die rol geregverdig is, en of dit werklik vir die goed van die gemenebes is nie.

Die doel van die biblioteek is nie duidelik omlyn nie. Gevolglik het baie van ons 'n onheldere denkbild van die taak wat voor ons lê. Die middels (ons tegniek) wat ons gebruik is dan noodwendig ook dikwels kortsigtig, want om 'n kernagtige uitdrukking van Kant hier te parodiër : Sonder 'n doelbewussyn is die tegniek blind, sonder 'n tegniek is die doelbewussyn magteloos.

Dit is ook die oorsaak waarom mens dikwels die vakliteratuur so onbevredigend vind en met blydschap 'n aanval daarop lees soos die van Sey-

mour Smith (2) : "Many books on library affairs are, indeed, far too long-winded and obvious, and being without the saving grace of style, I fear vast patches of them go deservedly unread." Hy staan in die opsig nie alleen nie.

James H. Wellard protesteer in die *Wilson Bulletin* van Desember 1934 (bl.206-07) teen verskillende rigtings in ons vakliteratuur. Hy het dit in die eerste instansie teen 'n filantropiese groep wat as eerste beginsel, sonder meer, aanneem dat "Libraries are a great social force, as tho' they were great by divine right ; hence they can do no wrong and need no justification for their policies." In die tweede plek keur hy ook 'n doellose versameling van statistieke af. Seymour Smith het ook 'n woordjie oor laasgenoemde te sê, waar hy Waples en Tylor se *What people want to read about* bespreek. Hierdie werk is die resultaat van twee jare se arbeid en as gevolg daarvan kan die skrywers nou met sekerheid meedeel dat : "prisoners preferred to read books on law and legislation, preparedness and criminals and their treatment, but showed little interest in such homely subjects as gardening"(2). Smith kla dat die tafels agter in die boek 'n bietjie ingewikkeld is : "like the kind of thing you see in Whitehead and Russell". Wellard dring aan op 'n filosofiese benadering van die probleme van die biblioteekwese.

Baie min is op gebied van die biblioteekwese in die rigting gedoen. 'n Baie oorsigtelike artikel is die van J. Periam Danton : *Plea for a philosophy of librarianship* (3), terwyl Pierce Butler se boekie *An introduction to library science* (4) deur Danton, Seymour Smith en Arthur Berthold (5) beskou word as die beste wat nog oor dié sy van die vak verskyn het. Volgens Smith is dit "the nearest approach to a philosophy of librarianship we have."

Volgens Professor Butler het bibliotekarisse hulself in die verlede veels te veel besig gehou met die suiwer tegniese aspekte van die vak, sonder om hulle voldoende te bemoei met die oorweging van die doel van die biblioteek en sy plek in die samelewing. "Unlike his colleagues in other fields of social activity the librarian is strangely uninterested in the theoretical aspects of his profession. He seems to possess a unique immunity to that curiosity which elsewhere drives modern man to attempt, somehow, an orientation of his particular labors with the main stream of human life. The librarian apparently stands alone in the simplicity of his pragmatism ; a rationalization of each immediate technical process by itself seems to satisfy his intellectual interest."

Hierdie gebrek aan 'n teoretiese agtergrond kom duidelik te voorskyn in veel van die proefskrifte wat by die verskillende Biblioteek-skole ingedien is, en wat, maar net soos ander proefskrifte, kan gekenskets word as "a mere collection of obvious facts discussed with every possible pomposity of scientific manipulation and technical jargon."

II.

Ook in die Nederlandse vakliteratuur kom dieselfde besware voor. G. A. van Riemsdyk (6) raak o.i. die swakste punt in die volgende paraagraaf, wat geneem word uit 'n besonder deeglike artikel in *Biblioteeklewen* :

"Groter beswaar is dat geen van deze leerboeken zich ernstig bezig houdt met de beschrijving van de organisatie van den arbeid. Zij bewegen zich hoofdzakelijk op het terrein van de inrichtingsleer : het gebouw, de lokalen, de kasten, het nummeren van boeken, het opbergen van tijdschriften, het gebruik van formulieren, enz., enz. en op het terrein van de organisatie in het algemeen, de ruimtelijke verdeling van het werk : plattelandsbibliotheken, filialen, reizende bibliotheken, kinderafdelingen, enz."

Hierdie moeilikheid sou die skrywers kon vermy het as hulle besef het dat die biblioteekwese eintlik maar net een spesiale terrein was van die bedryfsleer, 'n wetenskap wat as geheel ouer is en wat in die laaste vyftien jaar 'n heeltemal nuwe wending aangeneem het.

Die ontwikkeling van hierdie wetenskap is vir ons nogal belangrik daar dit ons nie alleen 'n voorbeeld gee om te volg nie, maar reeds resultate afgelewer het waarvan ons met die grootste vrug gebruik kan maak. Uit 'n "resepte"-periode waarin elkeen sy manier om 'n ding te doen aanbeveel, waarin ervaring die meeste tel, het die bedryfsleer oorgegaan na 'n "natuurwetenskaplike" periode. Dit was wetenskaplik in soverre dit bedryfshandelinge noukeurig ontleed het en gepoog het om onnodige bewegings uit te skakel, deur geriefliker plaatsing van gereedskap, ens.

Die Biblioteekwese het in sommige, maar nog nie alle, opsigte hierdie tweede stadium van ontwikkeling bereik. Hoever dit nog in gebreke bly blyk uit die leergange wat gewoonlik voorgeskryf word vir die opleiding van bibliotekaris, waarby gladnie genoeg rekening gehou word met die praktiese vereistes nie. Daar word nie genoeg besef nie dat die bibliotekaris behalwe tegnikus ook nog bedryfsleier is, en in die meeste opsigte dieselfde posisie beklee as die bestuurder van 'n handelsfirma of 'n fabriek. Probleme soos personeelbeheer en werkverdeling word in die

biblioteek-kursusse nie aangeraak nie. Dit is ook noodsaaklik dat meer werk gemaak moet word van die sekretariële opleiding as wat op die oomblik gedoen word.

In die laaste vyftien of twintig jaar gaan die bedryfsleer egter 'n heeltemaal nuwe rigting in, wat mens die "wetenskaplike" of lievers die "filosofiese" periode mag noem. Dit is gebore uit 'n insig in die tekortkominge van wat ek genoem het die "natuurwetenskaplike" rigting. Laasgenoemde rigting was daarmee tevrede om bepaalde oplossingsmetodes op die voorgrond te stel "als de beste, de alleen zaligmakende, zonder dat de lofrede gebaseerd is op scherpe critische analyse van de verschillende mogelijkheden van oplossing" (7). Deur sy dogmatiese aanbevelings en afwysings sluit hierdie rigting in die bedryfsleer die oë vir die eintlike probleme.

Die nuwe bedryfsleer wil deurdring tot die kern van die saak, wil weet wat die wese en doel van arbeid, en van elke soort van arbeid is. Dit wil verder werklik wetenskaplik te werk gaan om onbevooroordeeld feitemateriaal te versamel.

In so 'n kragtige beroep soos die wat ons beoefen is dit nie minder as 'n skande dat die bibliotekaris nie op die voerpunt van hierdie nuwe rigting staan nie. In die werklikheid is ons opleiding nie genoeg daarvoor ingerig om ons tot mense en bibliotekarisse te vorm nie. Leke het dikwels al meer insig getoon in die wese van ons beroep as onself. Daarom is dit dat ons beroep dikwels misken word, soos Bushnell kla:

"Many librarians, both in university libraries and out of them, have not been the capable organisers or educated helpers they were expected, reasonably enough, to be. Often these half-failures have been what one calls trained librarians. It is natural enough then that both committees and outsiders should gain the impression that so-called trained librarians are of no greater value, if as much, to them, as someone who, while he may have no practical experience of the technical side of the work, is yet clearly well-read, educated and likely to be a satisfactory colleague, capable of assisting students by reason of his own knowledge of research method, and known to have a book-lover's knowledge of books (8).

As ons 'n nuwe vrugbare ontwikkeling van die biblioteekwetenskap tegemoet wil sien, dan moet die teoretici van die biblioteek vir hulle die volgende eise stel:

- (a) Die formulering van 'n toereikende en omvangryke beroepsfilosofie, waarin duidelik rekenskap gegee word van die doel van die biblioteek en sy funksie in die maatskappy;

- (b) 'n Heldere uiteensetting van die probleme van biblioteek-organisasie en 'n objektiewe bespreking van moontlike oplossings ;
- (c) 'n Vergelykende studie van biblioteeksgebruik in bepaalde biblioteke in verskillende dele van die wêreld, met 'n bespreking van hulle doelmatigheid ten opsigte van die probleme wat hulle wil oplos. G.A. van Riemsdyk het in 'n artikel in *Biblioteeklewen* 'n baie waardevolle bespreking gegee van die waarde van die versameling van feitemateriaal van hierdie aard, en metodes wat by die opstel van beskrywings kan gebruik word (6).

Feiteversameling is van die allergrootste belang, want daardeur word ons in die eerste instansie in staat gestel om te ontdek watter probleme daar in die praktyk voor die organiseerder staan. Deur 'n kennis van die probleme kom mens tot die vorming van hipotese aangaande hulle oplossing. Die drie vereistes word egter in logiese volgorde gestel, want sonder 'n doel om te bereik is daar vir die organiseerder hoegenaamd geen probleme nie. Dit word ook deur Pierce Butler beklemtoon waar hy beweer: "In reality there is no such thing as scientific research until a theoretical hypothesis has been formulated" (4).

III.

In Suid-Afrika is dit besonder noodsaaklik om kennis to neem van hierdie nuwe rigting in die biblioteekwetenskap, aangesien biblioteke hier nog maar aan die begin van hulle ontwikkeling staan en nog nie soveel as in die ou lande te lye het nie onder die "Last der Tradition", wat volgens wyle Dr. Fritz Milkau in Europa so'n verderflike invloed het :

"Dit bestuur en regeer ons, daarsonder kan ons nie bestaan nie, en as 'n onoorkomelike blok staan dit ons in die weg, wanneer ons, deur die nood gedruk, nuwe paaie wil inslaan. Dit ontnem die bibliotekaris alle vryheid van handeling ; dit dwing hom om selfs teen sy eie beterwete met verouderde dinge en inrigtings te lewe, met besmeerde, amper onleesbare katalogusse te werk, waarvan die kaarte deurmekaar is, en om homself aan te pas by 'n verouderde inrigting van boeke" (9) (vry vertaal).

In Suid-Afrika bestaan egter die gevaar dat juis die praktyke wat in Europa en elders tradisioneel geword het vir ons gaan voorgehou word as

die ideaal waarna gestreef moet word. Dit het reeds meer as eenmaal gebeur dat een of ander stelsel aangeneem is net omdat dit in gebruik is by hierdie of daardie Amerikaanse biblioteek, sonder inagneming van die moontlikheid dat plaaslike omstandighede miskien totaal ander stelsels vereis. Soms word metodes deur geleerdes as uiters wenslik aanbeveel omdat hulle daaraan gewoont geword het in die Europese Universiteitsbiblioteke waar hulle gestudeer het. Ook binne die geledere van ons vereniging skuil daar gevaar dat ons in ons vak-organisasie buitelandse voorbeelde gaan volg sonder om verskille in omstandighede genoegsaam in aanmerking te neem.

Verstaan my goed, ek wil gladnie beweer dat die ondervinding van die buiteland vir ons waardeloos is nie. Inteendeel is my opvatting dat ons daarvan ten volle en met alle erkentelikheid moet gebruik maak. Maar ons moet steeds daarby 'n oop oog hê vir ons eie Volksbehoefte en landsomstandighede. (*)

LEKTUURLYS

- (1) Ladewig, Paul : Politik der Bücherei. Leipzig, 1934.
- (2) Smith, F. Seymour : Professional literature. (*In* : L. A. R. 4.ser. 1, no.12: 440—47. Dec., 1934).
- (3) Danton, J. Periam : Plea for a philosophy of librarianship. (*In* : L. Q. 4 : 527—51, Oct., 1934).
- (4) Butler, Pierce : An introduction to library science. Chicago, 1933.
- (5) Berthold, Arthur : The science of librarianship. (*In* : Wilson bulletin 8: 120—21, 1933).
- (6) Riemsdyk, G. A. van : De organisasie van de arbeid in de bibliotheek. (*In* : Bibliotheekleven, 17 : 96—124, 1932 ; 19 : 119, 1934).
- (7) Goudriaan, Ir. J., jnr. : De ontwikkeling van de bedrijfsleer als toegepaste wetenschap. (*In* : Bedrijfseconomische studien : een verzameling herdrukken van redevoeringen, referaten, artikelen, van J. G. de Jongh en anderen).
- (8) Bushnell, G. H : University librarianship. Grafton, 1930.
- (9) *In* : Handbuch der Bibliothekswissenschaft. 2 : 641.

* Die Redaksie wil graag daarop attent maak dat daar in die hedendaagse biblioteekwese alreeds 'n sterk beweging is in die rigtings wat in hierdie artikel voorgelê word. Behalwe die verwysings in bostaande Lektuurlys kan onderstaande ook nog genoem word :

Berthold, A. : Aspects of the library plan. (*In* : L. J. 60, no.6 : 258—59. Mch. 15, 1935).

A national plan for libraries. (*In* : A. L. A. Bull. 29, no.2: 91—98, Feb., 1935).
Wirth, Joseph : Berufsanalyse des Bibliothekars. Diss. — Würzburg, 1933.

LIBRARY NOTES AND NEWS

Bloemfontein. Public Library. The Library organized a very successful "Library Week" in March to celebrate its Diamond Jubilee. A most interesting illustrated brochure containing articles on the rise of the Library and the reading tastes of the public was issued to mark the occasion. *The Friend* for March 18 contained the following message from Mr. Stirling, Hon. Secretary of the S. A. L. A: "As one who has visited more libraries than any other South African I should like to pay tribute to the Bloemfontein Library, which, in my opinion, is well in the forefront of the Union's leading libraries, both as regards administration and the selection of books it offers to its readers. The committee and librarian take a broad view of their duties, realizing, as they do, that Bloemfontein, besides being the capital, is the natural library centre for the whole of the Free State. Already innumerable small-town libraries are linked up with and enjoy the resources of the Bloemfontein library. The library, too, is probably the most active force in the intellectual life of the town, assisting cultural development through the library group, play-reading circle, and other movements. The children's library, established only a few years ago, is doing splendid work and is the most successful in the country. Bloemfontein has every reason to be proud of its excellent library."

The Library was closed from July 11th to 25th on account of building alterations. Subscribers were allowed to take out as many books as they wished. On one day no fewer than 1,400 books were taken out, although the usual daily average is between 300 and 400. One subscriber took thirty-five books to last him a fortnight, and many took over twenty. (From *The Friend*, July 10, 1935).

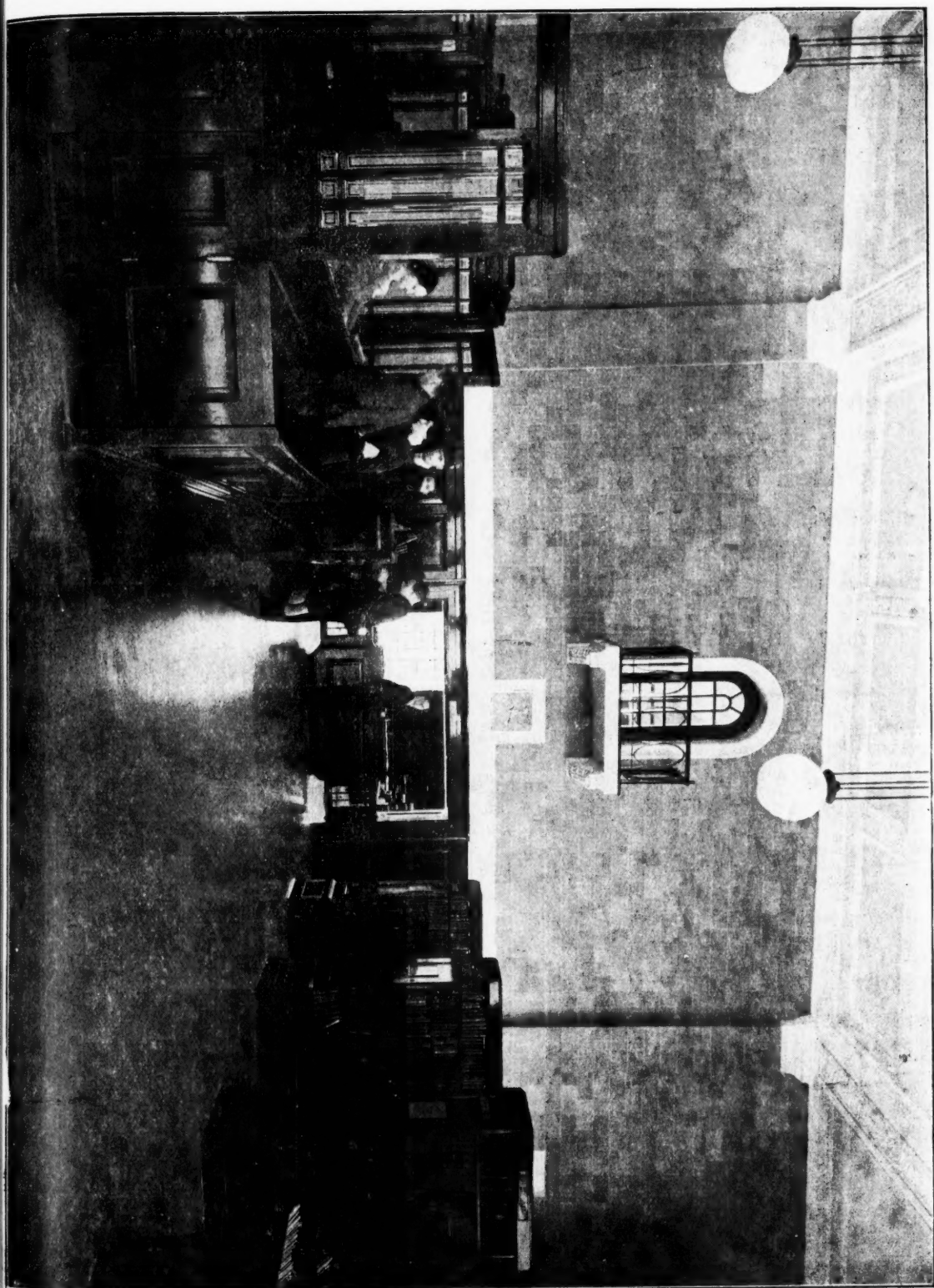
Germiston. Public Library. From the *Annual Report* :-

White population	23,956	(1931)	1934	1935
Membership:—Town			668	798
Country			253	253
Group			20	21
Children			527	1,820
Free Non-fiction readers			15	13
Circulation:—Adult			90,668	94,685
Children			17,438	23,911
Schools			62,497	52,251
Transvaal Rural Free library service			4,245	3,141
Transvaal Carnegie Non-European Library			4,895	5,362
Stock (including Children's)				24,117
School Libraries				12,358
Rural Service				2,885
Non-European				3,419
				<u>42,799</u>

During the first months of the year the rural system was dormant as there were no funds. In March the Transvaal Provincial Council restored its grant of £180 and in addition paid £400 for extending the Free Library Scheme to districts not already supplied. The Education Department made a grant of £1,000 to the School Libraries System. The Non-European Library now serves 45 centres.

Johannesburg. Public Library. The formal opening of the new Johannesburg Public Library by His Excellency, the Governor-General, on August 6, marked the culmination of the steady progress of the Library from its inception as a subscription library in 1890. As far back as 1902 proposals had been made for establishing a free municipal library, but these fell through. In 1904, however, a free reading room was opened to the public, towards the maintenance of which the Town Council made a grant of £650. By 1914 a free reference room had been established, the municipal grant increased to £1,600, and four members of the Committee were appointed by the Town Council.

In 1915 the Committee placed all books in the Library, except works of fiction and reference, at the disposal of non-members for home-reading, subject to a recommendation signed by a member of the Johannesburg Town Council, the Library Committee, the Provincial Council, the Witwatersrand Council of Education, or two annual subscribers.



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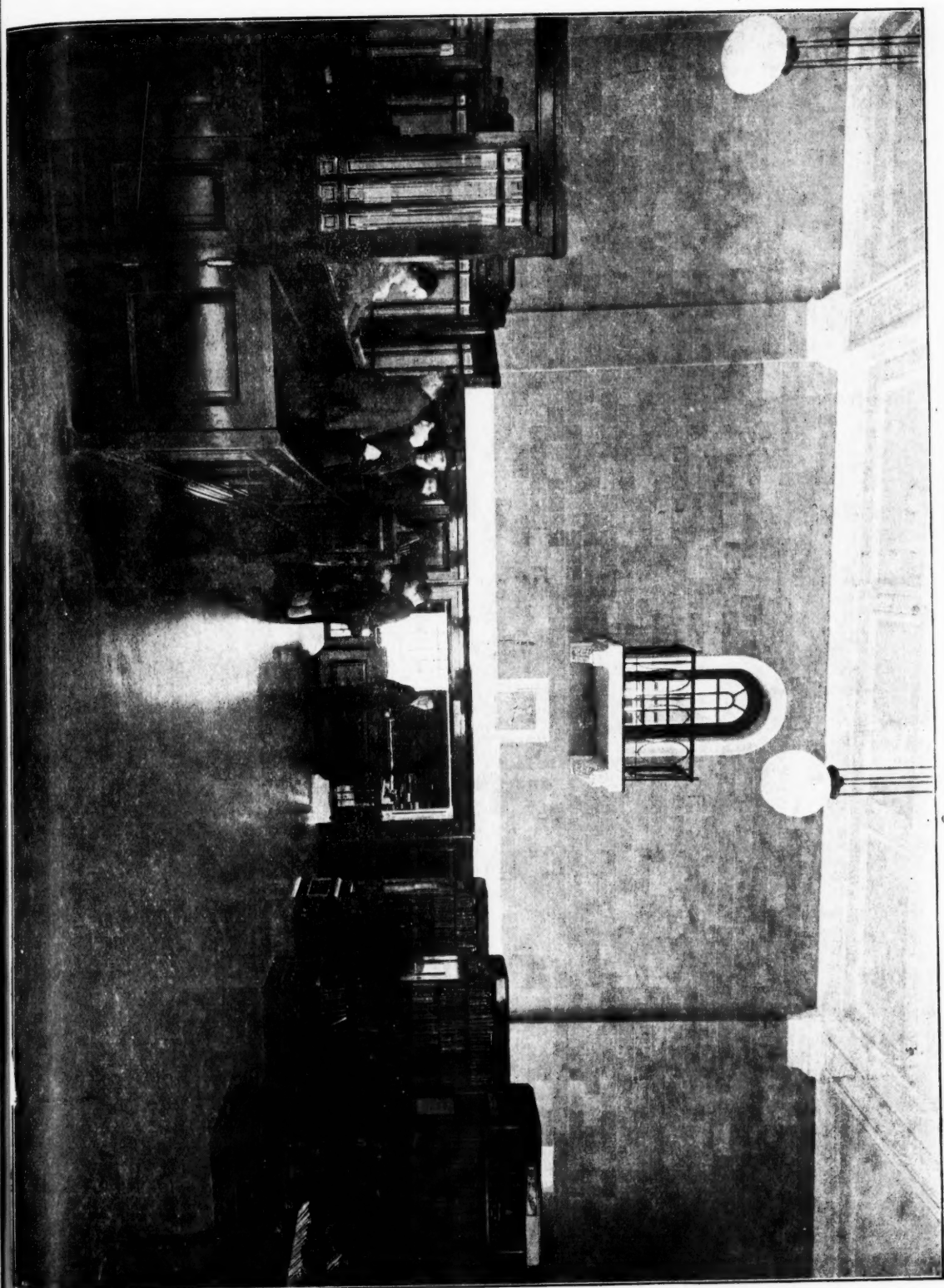
Germiston. Public Library. From the *Annual Report* :—

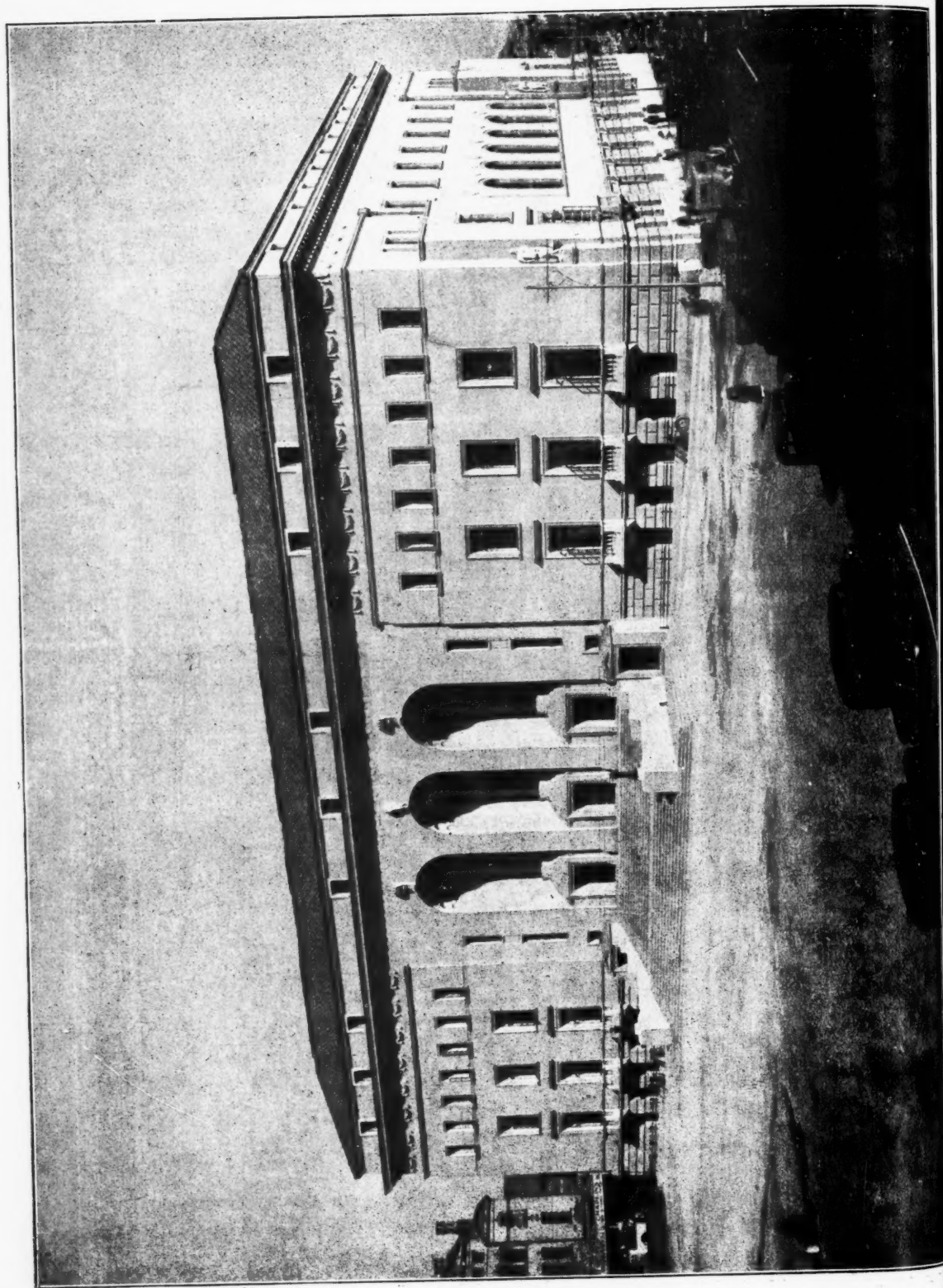
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In 1919, when further expansion of premises became urgent, the Town Council granted to the Library Committee a site, valued at £75,000, on Market Square, for a Public Library and Museum, and it was decided to establish a building fund out of the proceeds of the sale of the existing property. Action, however, was delayed owing to the depression of 1921. In 1923 the municipal grant was increased to £3,600, and the Council appointed twelve members to the Library Committee. In December of that year the Town Council took over the Library in trust, and in July of the following year made it free to all residents, ratepayers and persons employed in the town.

In 1929 the existing property was sold for £98,750; in 1931 an architectural competition for the design of the new building was held, and won by Mr. John Perry, of Cape Town; in 1932 work on the building was begun, and finally completed in 1935 at a total cost of £335,000, borne by the City Council.

The Building. The new Municipal Library and Museums Building is situated on an island site 206 feet by 157 feet in area.

The exterior walls of the building are of dressed Flatpan stone with brick lining, floors and pillars are of reinforced concrete and ceilings are of pre-cast fibrous plaster sheets on a timber framework attached to the floor above.

The building consists of four floors, *viz* : Semi-basement, ground, first and second floors, with a mezzanine floor covering a few small rooms, roof accommodation for natives and machinery, and a sub-basement for electrical heating and lighting plant, ventilating, air-conditioning and emergency lighting machinery.

The semi-basement contains the News-room, Stack Rooms and Lecture Hall with Cinema and Theatre.

The ground floor contains the Entrance and Exhibition Hall, the Lending Department, the Reference Department, the Children's Lending Department and the General Offices. The mezzanine floor contains the Strange Africana Collection and Librarian's Office, the Children's Reading and Reference Room, and the Staff quarters. The first floor contains the Geological Museum, Johannesburg Room, Small Lecture Room, Committee Room, Curator's, Students', Music and Special Study Rooms, and Caretaker's quarters. The second floor, containing North and South Halls and Central Room, is entirely devoted to the Africana Museum.

The News-room is 124 feet long and 56 feet wide. The Lecture Hall is a semi-detached building 103 feet long, and 53 feet wide, and includes a vestibule, foyer, with cloak rooms, auditorium, stage, two-dressing rooms, and cinema operator's box. It will contain 367 collapsible seats.

The Stack Room is 151 feet long and 56 feet wide, divided into two stories each 7 feet 6 inches in height, with an intermediate concrete floor. It is entirely built up of steel framing and is filled with Lucy's Lambert patent adjustable steel shelving. It is fitted with over 12,000 shelves of a total length of over seven miles, and will contain about 300,000 volumes. It is lighted by seven windows 9 feet by 3 feet 6 inches on the north and five windows of the same dimensions on the south, east and west sides, together with local lighting for the shelves. The walls are covered in cement plaster, the floors are concrete covered with ruberoid, and ventilation is by means of two sets of ducts. There are two book lifts which serve the Reference Department and upper floors.

The Lending Department is 125 feet long by 56 feet wide. A book lift communicates with the upper floors. The Reference Department is of the same dimensions and finished in the same manner. Two book lifts communicate with the Stack Room and upper floors.

The Children's Lending Library is 56 feet by 25 feet, with a four-foot bay at the north end. The Children's Reading and Reference Room is of the same dimensions and similarly finished.

The Johannesburg Room is 51 feet 9 inches by 48 feet, with a light well 15 feet square in the centre. The Africana Museum extends over the whole of the upper floor, and includes North and South Halls and a Central Room. The North and South Halls are 150 feet by 56 feet, and the Central Room corresponds to the Johannesburg Room.

Heating is by electrically-heated steel panels in the ceilings controlled by thermostats, and ventilation by ducts connected with the air-conditioning plant. Natural lighting is provided as far as possible by the large windows, overhead lighting on the

upper floor, and light wells. Artificial lighting is by large spherical electric globes, supplemented in the Africana Museum by concealed lighting in the cornice of the lay-light.

Walls are mainly panelled to the window sills and plastered and painted to the ceiling. Floors in the Lending, Reference and Children's Departments are of Spanish cork tiles; in the Lecture Hall, the Johannesburg Room and the Africana Museum of Rhodesian teak wood blocks; and in the Geological Museum of Canadian maple blocks.

A fine, historical and descriptive brochure, from which illustrations and extracts in this number are taken, by permission, was issued on the occasion of the opening. Librarians may obtain copies on application to The Librarian, Public Library, Johannesburg.

Johannesburg. University of the Witwatersrand Library. In connexion with the University's "at home" on Friday, 23rd August, when the public were invited to inspect its various activities, the Library exhibited a selection of original specimens, facsimiles and illustrations representing the development of the printed book: paper-making, typography, bookbinding and book illustration. Another part of the exhibit which attracted a great deal of attention was "Enemies of books", including, in the words of the programme: paper-makers, bookbinders, publishers, insects, heat and damp, librarians, students and puppies.

Kimberley. Public Library. From the *Annual Report* for 1934 :—

<i>Membership</i>	970
<i>Circulation (including juvenile)</i>	81,962
<i>Expenditure on books and periodicals</i>	£500

There was a remarkable falling off in the borrowing of novels and a pronounced increase in the number of books issued from certain other sections. The enforcement of the 1d. a day charge for over-detention of new books has had the desired effect of speeding up the circulation of the more popular novels with the result that the demand for the latest publications is now being met much more rapidly and satisfactorily.

Lichtenburg. Public Library. From the *Annual Report* for 1934/35 :—

A grant of £80, the highest since the Library was established, was received from the Provincial Executive.

<i>Population</i>	3,500
<i>Membership</i>	72
<i>Circulation</i>	5,186
<i>Accessions</i>	140
<i>Expenditure on books</i>	£40. 15. 11

Nelspruit. Public Library. A Provincial grant of £25 was received during the year. The appointment of a full-time librarian is being considered.

Potchefstroom. Public Library. From the *Annual Report* for 1934—35 :—

	1934	1935
<i>Circulation</i>	110,271	112,142
<i>Stock</i>	14,998	15,320

The Machavie Mine is being supplied with 50 books per month, and one or two other mines are expected to join. 850 English and 769 Afrikaans books were issued to 3 schools. Great interest is shown by general readers in Afrikaans literature, and there was also a slight increase in the issues of Nederlands books. Many parents expressed their appreciation of the good class of children's books provided.

Tulbagh. Public Library. *Membership* 103.
Stock 5,273

Subscriptions have been reduced to 10/- in order to enable more people to join. In February Miss Hartmann, of the University of the Witwatersrand Library, spent a week in Tulbagh to gain some acquaintance with a small library, and incidentally was able to give some little advice on the uses of the Dewey classification and card cataloguing. She found the experience most instructive and was impressed by the good standard of books in the Library and by the great enthusiasm of the Library Committee.

LIBRARY LEGISLATION IN SOUTH AFRICA*

by

M. M. STIRLING

My object in giving this paper is not so much to discuss existing legislation as to make a contribution towards a unified "free" library law for South Africa. For I am convinced that, until all our public libraries are "free", no progress can be made either in establishing librarianship as a profession or in raising the majority of our libraries from the status of mere book clubs to take their rightful place as the chief influence in the education of the people. I use here the term "education" in its proper sense which includes, of course, what we call culture and mental recreation.

I propose, therefore, to deal as briefly as possible with existing legislation before presenting for your consideration suggestions for a Public Libraries Act. Those who would like to make an intensive study of South African library legislation of to-day could not do better than procure a copy of Mr. Percy Freer's excellent annotated summary which appeared in *The Library Assistant* of June, 1929. Much useful information, also, kindly supplied me by the Secretary for the Interior is at the disposal of any student. To Mr. Freer's very full conspectus two alterations should be made to bring it up-to-date. These are the substitution of Orange Free State Provincial Ordinance No.6 of 1931 for No.11 of 1925, and the addition of the State-Aided Institutions Act No. 23 of 1931. The State-Aided Institutions Act provides for the constitution of certain state-aided libraries, museums, art galleries, and kindred institutions, and for the establishment of pension or provident funds for the employees of such institutions. The only public library which is to-day eligible to come under this Act is the State Library at Pretoria. The South African Public Library at Cape Town is expressly excluded, and there are no other public libraries in receipt of moneys voted by Parliament.

* Paper read on Tuesday, February 14, 1933, to the Witwatersrand and Pretoria Branch of the South African Library Association. Although read so long ago as 1933 this paper is given now, as the whole question of control of libraries in the Union is one which is at present being dealt with by the Provincial Consultative Committee, which was constituted as a result of the recommendation of the Provincial Finance Commission.

Prior to the passing of the Financial Relations Act No. 10 of 1913, all public libraries were entitled to receive grants from the Union Government on the basis of £ for £, up to a small maximum, of the annual subscriptions received. By this Act the administration of public libraries, with two exceptions, was handed over to the Provincial Administrations. The two exceptions are the South African Public Library at Cape Town, and the State Library at Pretoria. These two libraries together form the national library of South Africa.

The only Provincial Administration which has consistently discharged its monetary obligations towards the libraries under its care is that of the Cape, which still pays small annual grants. The Transvaal Administration at present contributes nothing to libraries,* and that of the Orange Free State has never paid anything. In Natal the total Provincial expenditure under this head amounts to £200 a year. The question of provincial support of libraries does not appear to me to merit more than passing mention, believing as I do that grants from such bodies should only be made in respect of extra-municipal services, e.g. rural libraries, school libraries. The town library is essentially a municipal institution and should be a first charge on the rates. It is the chief business of a town council to care for the public health and no one but a fool would deny that this consists as much in a healthy mind as in a healthy body. So long, however, as the provincial administration remains the central library authority it is its clear duty to see that libraries are properly financed either from municipal rates or from provincial funds.

The Local Government Ordinances of all the provinces permit, but unfortunately do not compel, municipal councils to make provision for libraries out of rates. The Cape Municipal Ordinance (No.10 of 1912, Section 206) empowers town councils to :—

“make grants annually out of revenue of the municipality from rates to any public school within or without the municipality and to any benevolent institution of an undenominational character whether within or without the municipality, and also to any public library, museum, art gallery or agricultural society and any national or public object, organization or institution ; provided that the total amount so granted shall not exceed one and a half per cent of the said revenue.”

* The Transvaal Provincial Council restored its grants in 1934/35 on the basis £ for £ of the municipal support accorded to the library, up to a maximum of £80, for all towns with European populations of *under* 10,000.

When it is considered how many institutions besides public libraries are involved, the provision of one and a half per cent of the rates cannot be said to be over-generous. The Cape municipalities, however, do not appear to be in grave danger of undue extravagance in this direction. The City Council of Grahamstown annually pays from rates the magnificent library grant of £12, and this may be accepted as typical of the whole Province.

The Transvaal Local Government Ordinance 1926, (79 (44) (1)) and the Orange Free State Local Government Amendment Ordinance 1931 (4) provide that town councils may :—

“establish, acquire, erect, maintain, assist, promote and carry on public libraries.”

The Natal Borough Ordinance 1924 (188) gives councils authority to grant money :—

“towards the establishment or for the maintenance or aid of libraries and reading rooms.”

In the Cape and Orange Free State library property is expressly exempted from municipal rates, but not in the Transvaal or Natal. The Natal Ordinance, however, exempts any land or buildings exclusively used for educational purposes, provided no private profit or use is directly derived therefrom.

It will be noted that the Cape is the only province which limits the municipal expenditure on libraries. In the Cape, too, no power is granted town councils to contribute to the establishment of libraries.

To anyone who knows South African library conditions it will be unnecessary to dwell upon the complete failure of existing legislation. Of the entire European population less than four per cent are members of libraries. There are only five “free” libraries in the Union ; four in the Transvaal, and one in the Orange Free State [now 8, three additional in the Transvaal]. Library committees, having to depend chiefly on private subscriptions for the upkeep of their libraries, concentrate on the purchase of ephemeral literature in order to attract subscribers, and neglect the more important aspects of library work. The annual book wastage is truly enormous and it is probable that out of the 1,780,000 books in our libraries at least a million are superfluous or redundant and under normal conditions would never have been purchased. There are two hundred and twenty-nine public libraries in the Union but only fifteen pay their librarians more than £200 a year, and of these fifteen librarians only seven receive

salaries of more than £300 a year ; three in the Cape, three in the Transvaal and one in Natal. Only six municipalities contribute more than £1,000 a year to their libraries ; four in the Transvaal, one in Natal and one in the Cape.

The remedy for this disgraceful and disgusting state of affairs is obviously to procure rational legislation providing for "free" libraries and making it compulsory on all municipalities to establish and maintain them in all towns, and placing the onus of providing for library service in the rural areas on the Union Government.

In the following draft Bill no pretence is made to the use of the correct legal terminology :—

BILL TO PROVIDE FOR MUNICIPAL AND RURAL LIBRARY SERVICE

In this Act :—

1. "Local authority" shall mean City or Municipal Council or similar rating body.
2. "Library authority" shall mean Library Committee.
3. "Minister" shall mean Minister of the Interior.
4. "Library rate" shall mean the annual contribution for library purposes from the Local Authority.

I. THE CONTROL OF PUBLIC LIBRARY SERVICE IN THE UNION OF SOUTH AFRICA SHALL BE VESTED IN THE MINISTER OF THE INTERIOR.

It may be argued that the Minister of Education would be more appropriate, but it appears to me that it would be unfortunate if libraries became educational institutions in the official meaning of the term. The change might benefit "education" but would almost certainly be harmful to culture.

II. LIBRARY AUTHORITY.

The Library Committee in any city, town or village shall be appointed annually by the Local Authority. It shall consist of seven members, none of whom need be, and at least three of whom shall not be, members

of the Local Authority. Where in his opinion the circumstances warrant it, the Minister may make special arrangements for the appointment and personnel of the Library Authority.

III. LIBRARY RATE.

On the first of July in every year the Local Authority shall make over to the Library Authority a sum, to be determined by the Library Authority, which shall be not less than the equivalent of two shillings or more than four shillings per head of the European population of the city, town, or village concerned.

Owing to provincial differences in municipal rating it is impossible to provide for a special uniform library rate of so much in the £, nor, on account of varying local conditions, does the provision of a percentage of the annual rate seem advisable. In Ontario the municipal library rate is calculated on the basis of population. The rate limit is 50 cents *per capita* but this may be increased by resolution of the Council to 75 cents.

IV. POWERS OF LIBRARY AUTHORITIES.

The Library Authority shall have the following powers :—

1. To spend the income of the library on :—

- (a) The purchase of books, newspapers, periodicals, maps, furniture and fittings and all other equipment or materials or supplies considered necessary.
- (b) Salaries and wages, bonuses and gratuities.
- (c) The provision of, and contributions to pension or provident funds for the benefit of the employees.
- (d) Internal and external maintenance and repair and alterations and additions to library building or buildings.
- (e) Public lectures and lecturers' fees.
- (f) Expenses of representatives or delegates of the Institution to all library conferences and kindred gatherings.
- (g) All other expenditure deemed necessary.

2. To engage, retire, suspend and dismiss all employees of the library and to fix their remuneration and conditions and periods of employment.

3. To make, vary, and repeal all by-laws, rules and regulations considered necessary, PROVIDED that all by-laws and regulations for observance by the public shall previously receive the approval of the Minister.
4. To do all such other things, with the Minister's previous approval, as are considered necessary or desirable.

V. PROPERTY.

All immoveable library property shall be exempt from municipal rates and, except with the approval of the Minister, shall not be used for other than library purposes in terms of this Act.

VI. NEW LIBRARIES.

Where no public library exists, or where any existing library cannot for any reason be utilized, the Local Authority shall immediately set aside the maximum library rate provided for in Section III hereof and shall continue to do so annually until a public library is established, with the funds so accumulated, in terms of this Act.

All sites for new library buildings shall be furnished by the Local Authority and shall be subject to the approval of the Minister.

VII. EXISTING LIBRARIES.

A Local Authority may negotiate with the Committee of any existing library for its conversion to a public library in terms of this Act, but in the event of such negotiations not reaching a satisfactory conclusion within two months from the date hereof the Local Authority shall immediately act in terms of Section VI hereof.

VIII. BUILDING FUND.

For the purpose of establishing branches, adding to, or replacing existing buildings or providing additional buildings a library authority may, with the consent of the Minister, establish a building fund from the library rate.

It is not considered necessary or desirable to give borrowing powers for library purposes. The payment of redemption and interest on borrowed moneys might seriously affect the efficiency of the institution.

IX. LIBRARIES TO BE FREE.

No charge shall be made to the public for admission to a public library or any part thereof, and books may be borrowed and consulted free of charge, subject to such safeguards as may be approved of by the Minister.

X. JOINT LIBRARY SERVICE.

Two or more library authorities may contract or combine with one another, for such periods as they may see fit, for the purpose of providing joint library service in whole or in part.

XI. RURAL LIBRARY SERVICE.

The Minister may enter into arrangements or contracts with any municipal library or libraries for the provision of rural library service. The funds for rural library service shall be provided by the Union Government.

APPOINTMENTS, RETIREMENTS, ETC.

FOUCHÉ. — Mr. B. Fouché, Assistant, Library of the Veterinary Research Laboratory, Onderstepoort, to be Librarian there.

HARTMANN. — Miss E. Hartmann has been elected a Fellow of the (British) Library Association.

HOWES. — Miss Howes has resigned from the staff of the Johannesburg Public Library on her marriage to Mr. G. B. Weldon.

PALCA. — Miss L. Palca, F. S. A. L. A. has resigned from the staff of the Johannesburg Public Library.

Our Well-informed Booksellers. Heard over the telephone :

A. *Assistant in a well-known city book store:* Can you tell me the publishers of [one of Mr. Graham Botha's publications].

B. *Library Assistant:* I'm afraid I cannot. You had better write to Mr. Botha himself.

A. Can you give me his address, please?

B. The Archives, Cape Town.

A. I beg your pardon?

B. The Archives, Cape Town. A-R-C-H-I-V-E-S.

A. Is that the name of his house?

B. No, the place where he works.

A. Oh, I see, the name of the firm.

B. No, the Archives, where old documents are kept.

A. Oh, I see, thank you.

About ourselves

On the decision of the Council of the South African Library Association the size of each number of *S. A. L.* is to be increased from 32 pages to 48 pages, beginning with this number.

Only one design for a new cover was submitted in response to our request — that sent in by our printer, Mr. Zurcher. Although not fulfilling the demand for a South African personality, we are using it for the present volume until some member is inspired with ideas for something more appropriate.

PROFESSIONAL EDUCATION

1. December Examinations

(a) Closing date for entry. Candidates must apply for admission not later than October 15th; entries to be returned by November 15th. (*Cf. Scheme, para.7*).

(b) Dates of Examinations.

Mon.	2nd Dec.	9 a.m. to 12 p.m.	Elementary English
"	"	2 p.m. to 5 p.m.	Elementary Routine, etc.
Tues.	3rd Dec.	9 a.m. to 12 p.m.	Elementary Afrikaans
"	"	2 p.m. to 5 p.m.	Language test(s)
Thurs.	5th Dec.	9 a.m. to 12 p.m.	Intermediate Classification
"	"	2 p.m. to 5 p.m.	" "
Fri.	6th Dec.	9 a.m. to 12 p.m.	Intermediate Cataloguing
"	"	2 p.m. to 5 p.m.	" "

2. Examiners

Elementary Afrikaans	Prof. v. d. Heever and Prof. Greig
Elementary English	Prof. Greig and Prof. v. d. Heever
Elementary Classification, Cataloguing and Routine	Miss Hartmann and Mr. Stirling
Intermediate Classification	Mr. Freer and Mr. Borland
Intermediate Cataloguing	Mr. Borland and Mr. Freer

3. Correspondence Courses. Tutors for 1936

Elementary Classification, Cataloguing and Routine	Miss Anderson
Elementary Afrikaans	Miss Hartmann
Elementary English	Miss Oppenheim
Intermediate Classification	Mr. Borland
Intermediate Cataloguing	Mr. Freer
Final Part I : Literary History	Candidates to make their own arrangements for tuition

N.B. Intending candidates for other Final courses must notify the Hon. Secretary of the S. A. L. A. by the end of October

of their desire to enrol, so as to enable the Education Subcommittee to gauge the need for courses and tutors during 1936.

Enrolment for 1936. Intending candidates for Elementary and Intermediate Courses should send in their applications not later than 31st December (late entries accepted up to 7th January, 1936) to:—The Hon. Secretary, S.A. Library Association, P.O. Box 397, Pretoria.

Fees £1. 1. 0 per course. In the Elementary Section, Part 3: Cataloguing, Classification and Routine, counts as one course; in the Intermediate Section Cataloguing and Classification are two separate courses.

Syllabuses and List of Books obtainable from the Hon. Secretary for 1 /-. See also *S. A. L.* II: 35-40; 59-63, July, Oct., 1934, and amendments in this issue.

4. Amendments to Syllabus and List of Books

Elementary. Part I. Afrikaanse letterkunde. Voorgeskrewe Werke. 1. Add: DEKKER, G. Afrikaanse literatuur-geskiedenis. Nasionale pers, 1935. 8/6.

And to the footnote add: Ons eie boek: 'n Afrikaanse boeke-gids... 104 Loopstraat, Kaapstad. Driemaandeliks. 2/- per jaar.

Elementary. Part I. Afrikaanse letterkunde. Syllabus. Die volgende skrywers is tot die syllabus bygevoeg:

- i. Poësie: N.P. van Wyk Louw; W.E.G. Louw.
- ii. Prosa: Sophie Roux.

Intermediate. Part I. Classification. Syllabus (b) Practical. Candidates will be required to classify 30 instead of 20 books.

Intermediate. Part II. Cataloguing. Textbooks. Add: RICHARDSON, E. C. Some aspects of co-operative cataloging. N. Y.: Wilson, 1934. \$1.

Note that SHARP, H. A. Cataloguing for students. Grafton, 1935. 12/6, is now ready. Also that CUTTER, C. A. Rules for a dictionary catalog, which has long been out of print, has now been reprinted by the Library Association. 5/- (to members of the L. A. 3/6).

Final. Part I. English Literary History. Syllabus. I (i) (a) para. 2. Beginning with 1936 the special period for study will be 1880 to date.

Final. Part III. Administration. 1. *General.* Textbooks. *Note that* HEADICAR, B. M. Library organization. Library association, 1935. 12/6, is now ready. Reference Books. *Add :* MacCOMB, D. Q. Public Library buildings : their planning, design, construction, etc. Los Angeles : M. O. MacComb, 2901 S. Hobart Blvd., 1935. \$5. ; and, PAFFORD, J. H. Library co-operation in Europe. L. A. *In preparation.* 15/-

2. *Administration.* *Add :* LIBRARY ASSOCIATION. *County libraries section.* County libraries manual. L. A., 1935. 12/6 ; and *transfer to Reference books :* MacLEOD, R. D. County rural libraries.

5. Books in Examination Room

For the Intermediate Parts I and II, Classification and Cataloguing, candidates will be allowed to use the following books for the *practical* paper only : Anglo-American *Cataloguing rules*, and Cutter's *Rules for a dictionary catalog* ; and Merrill's *Code for classifiers*.

SOUTH AFRICAN LIBRARY ASSOCIATION TRANSVAAL BRANCH

REPORT ON THE ACTIVITIES OF THE BRANCH

Since April the Branch has held two meetings. The first took place at the State Library, Pretoria, on April 17th. Miss S. T. Speight, of the Pretoria High School for Girls, read extracts from her Thesis for the Union First Class Teacher's Examination on *The Library in a High School*. It appears that school library development in South Africa is still very backward, and it is evident that teachers and others who should be interested in the matter know very little about the subject. Miss Speight's paper is to be published in *South African Libraries* and will be brought to the notice of the Transvaal Teachers' Associations, of which there are three, and possibly in the near future better co-operation will exist between the Education authorities, the teachers, and the libraries.

Mr. P. C. Coetzee, of the Pretoria University, in commenting upon the paper, mentioned that books were very scarce in the country districts ; he instanced one gentleman who had had to read the life of Christiaan de Wet sixteen times because he could procure no other books.

The next meeting of the Branch was held in the S. A. Institute for Medical Research, Johannesburg. There was nearly a record attendance, the opportunity of being able to inspect the Institute proving a great attraction. Sir Spencer Lister kindly conducted the members on a tour through the building, explaining as he went along the work of the various departments.

The speakers at the meeting were Miss D. Dix (South African Institute for Medical Research); Miss M. Frew (Witwatersrand Medical Library); and Mr. S. J. Kritzinger (Dept. of Agriculture).

Each read a short paper on *The Problems of special libraries*. Dewey Decimal Classification is used at the Institute for Medical Research and at the Agricultural Department, whereas the Medical Library uses the Library of Congress Classification. It appears that Dewey proves inadequate for a special collection of medical books, but that the Library of Congress Classification is not much better. There was considerable discussion on the merits of the various systems of classification.

Mr. E. G. Palmer told the members that the Education Department had formed a special Education Library, but that teachers were not availing themselves of the services offered. Books may be sent through the post to all parts of the province.

The Committee of the Branch met in August and discussed many important library matters, among which were Essay Competitions, School Libraries, Teacher's Conferences and the New Education Fellowship. The proposal to circulate a letter to library authorities pointing out the advantages of employing trained librarians was revived and will be placed before the Council of the S. A. Library Association at the earliest opportunity.

E. A. BORLAND, *Hon. Secretary.*

In your own interests peruse our advertisements. All our advertisers are specialists in their own field. If you are looking for book-buying agents, or require out of print books not obtainable through the usual channels, or equipment, or other special library services, you will find the address you want among the advertisements.

PROFESSIONAL EDUCATION AND TRAINING

by

F. SEYMOUR SMITH.*

Deputy Librarian, Hornsey Public Library.

An important aspect of professional education and training is flood-lighted if we establish the difference between education and training. Education should develop the character and mental powers by systematic instruction of a general cultural nature. Training should produce in the pupil a state of practical efficiency by (mainly) practical instruction. Education results in mental efficiency; training in manual and routinal efficiency. Education should encourage the growth of the habit of concentrated and logical thinking; training should eliminate error, fuss, and confusion in the doing of things. When we speak of a trained soldier we mean a soldier who has been taught to how *do* his job; when we speak of a trained librarian we should mean a librarian who has learned how to *do his* job.

An executive officer should be not only well-educated (in the general as well as the professional sense), but also well-trained; and of the two the former is the more important. His subordinates, if they are to play their part in the maintenance of efficiency, will find training of more importance than education.

The point I wish to make is this: every library worker should be well-trained in librarianship, but not every well-trained librarian is worthy of a chief executive officer's post. No system of written examinations, however, has yet been devised which will automatically bring to the top the candidate possessing those elusive cultural and humanistic qualities which are needed as much in the library world as they are in the education world. Hence, I am in entire agreement with Mr. Raymond Irwin, in his plea for an oral examination as a necessary finish to the scheme of work as set out in the new syllabus. There is need for two oral examiners: one external, of general and academic culture, and the other, a librarian of accepted worth. The L. A. and the University School have hitherto both insisted on a minimum entrance examination of matriculation stan-

*Reprinted with permission from *The Library Assistant*, v. 27, no. 4, April, 1934.

dard. I hope we shall continue to insist. Whether we continue to insist on the actual public examinations of the required standard or provide one of our own is another question. Matriculation has come in for some hard knocks recently, and I, for one, am no worshipper of this examination as a general standard of minimum education. But I do suggest that we cannot afford to ignore it because we are not satisfied with it. Educationalists are not satisfied with it, and the early future should bring improvement. Strictly speaking, it is merely an entrance test for one who wishes to pursue a course of study at a university. As such, bearing in mind the syllabuses of the Intermediate and Final Examinations, it is adequate and sensible. But as a general educational test for one whose subsequent education will be outside a university, it is on the wrong lines.

However, whatever its shortcomings, I repeat, we cannot afford to cast away matriculation. For three reasons : because there is nothing to take its place ; because it is almost universally accepted, and we, as a profession, are not strong or important enough in the community to ignore it ; because it stops the appointment of totally unsuitable assistants by jobbery.

Should graduation ever become the minimum standard, I believe that it would do much towards making our profession as strong and influential as we all want it to be. The majority of librarians, like the majority of doctors, solicitors, dentists, barristers, etc., are, and always will be, mediocre, but a mediocrity, plus a degree, is more influential, and evokes greater respect than a mediocrity without that distinction. Those who think that no man or woman with a university degree can possibly be mediocre are deceiving themselves.

Does a well-trained librarian who has qualified professionally and in addition has received a university training necessarily make a better librarian than one who has not ? There can be no doubt that the answer is Yes, provided that internal university studies are regarded as a preliminary to a study of librarianship, and that the career is deliberately chosen. Much prejudice on this subject has resulted from the unfortunate plight of many graduates in the post-war world, who, because there was no other opening available, adopted the career of librarianship. Some have allowed their very reasonable objections to this kind of thing to shift from a particular evil to the whole question of the entrance of graduates to the profession. They maintain an unaccommodating and unreasonable attitude based upon inverted snobbery and occasionally unfortunate personal experience of inefficient graduates. This or that university man or woman

is rightly judged a poor librarian, and the critic will then hear no good word for the graduate. This attitude cannot be defended. I have worked with or seen the work of many graduate librarians and assistants, and that work has always been good work. In any case, the majority of libraries are not run by graduates, and I should not like to say that the majority of libraries are efficiently run. But no amount of university training will change an inherently dull, inefficient brain into a good one, and it is quite possible, as I have said, to possess a degree and still to be lamentably dull and uneducated. I have known graduates whose knowledge of English literature and language has been extraordinarily poor, and who most certainly have not been cultured persons ; on the other hand, there are men and women (and some of them in our own profession, fortunately) who have never seen even the outside of a university, and who yet possess a knowledge of literature, and a critical acumen which, by academic tradition, should be associated only with Doctors of Literature and Masters of Art. In short, I would plead for an unprejudiced respect for real knowledge and ability wherever found ; if you have not a degree, respect those who have, if their work is good ; if you have a degree, forget it, and do not think it automatically makes you a librarian.

Somewhat connected with the prejudices surrounding these problems are the bitter judgments indulged in by some who work or who think they might have to work with assistants and librarians trained at the School of Librarianship. Here again, my own experience has been fortunate ; those diplomates of the school with whom I have worked (and very good assistants they have been) have not imagined that their internal studies at the university have entitled them to anything more than a Senior Assistantship. It is not reasonable to expect a diplomate to accept with good-will a position on a level with an untrained junior assistant : it is not reasonable for a diplomate fresh from the school to expect to be considered as a suitable candidate for a chiefship.

In the present period of change and development it is naturally difficult for some of us to view the situation created by the school with any degree of fairness and impartiality. It is here that the L. A. must think clearly and impartially and make its views widely known. What the Association should do is to lead the profession along lines of planned development in order to adjust the problem for future generations. This will be a difficult enough task, for although we are supposed to be a profession, there is not even enough loyalty, common sense, and intelligence amongst us to insist on that first essential of a profession — a common code of professional conduct.

If librarianship is ever planned for more than six months ahead, I should like to see it recommended to local authorities that the staff should be divided into two grades of workers : library clerks, for counter-work, office work, accounts, and routine ; and librarians appointed by promotion and from Schools of Librarianship, of which there should be one attached to every university. Scholarships and leave of absence should be given to suitable members of the clerical grades who wish to become librarians. I suggest that the scheme might well be developed in all its details by one in search of a thesis subject. A manual for public library authorities, post-dated 1950.

To return to the situation as it is to-day : it is impossible to produce a first-class chief librarian by a two years' course of study at a school. You can produce librarians as good as many who now hold chief executive posts, but that is not good enough. Does anyone imagine that the Arsenal Football Club would pay highly for the services of a footballer who said he was a first-class player because he had passed an examination in football after a two years' course of study (mainly theoretical) at the Kick University. Do certified teachers expect headmasters' posts immediately they leave the training college ? Not even business men will give a chief salesman's job to a student fresh from a school. Even an assistant in a chemist's shop must work for a number of years before he is even allowed to sit for his examination. It is only sensible to admit that nobody can tell if a certified student is likely to be worth a chiefship until he has actually worked at his job, no matter how practical his training has been. The training at the London school could, in point of fact, be more practical than it evidently is. Confront the average assistant with a batch of fifty worn-out books, and ask him to separate those he would discard, those replace, and those which require special consideration. The result is often ludicrous, yet most assistants can repeat parrot-fashion, to satisfy an examiner, all that the textbooks say on the subject. But you cannot learn such things from a textbook, any more than you can learn book selection from a good textbook. The school should have a workshop where this and other practical tests could be part of the normal training routine. Students could thus cultivate that flair for books and literature which can only be acquired by direct contact.

You all know from booksellers' travellers what kind of tripe is sold to librarians inadequately educated and trained. Here again is an opportunity for a practical test. Selection from contemporary literature by means of the T. L. S. is not nearly so difficult as the selection of books of a previous generation, and the inverted selection which is called discarding:

here the librarian is unhampered by the pressure of contemporary opinions and the public prestige of individual writers ; but so many librarians, voyaging in these seas of past literature, tempest-tossed, compass lost, seem to land on the right book only by accident. In other words, they neither know how to judge books themselves nor how to use other people's knowledge. Students should have heaps of good books and dud books placed before them ; they should have the best book on a subject given to them with the worst book ; they should have old dingy books of infinite value given to them with new books on the same subject cunningly placed next to them ; and then they should be required to write out book selection slips annotated to show what, why, and how they would choose to buy. A schoolboy can sit down with the T. L. S. and write out a slip for a book a reviewer says "is of first-rate importance", and ignore those books damned in that fairly trustworthy guide. This is not librarianship, it is merely clerical work. I have never yet met a student from the school who appears to have handled Whitaker's Reference Catalogue, let alone Nelson, the N. B. C. lists, Sonnenschein, the H. A.⁽¹⁾ lists, and the rest. One says, "Oh, look it up in Nelson," and from the blank expression which follows, one gathers that the assistant's thought is of naval battles rather than bibliography. I cannot enlarge, but you see the idea !

Again, I wonder if they have practice Committee meetings at the school. Here again is another means of developing that essential contact with the actual business of a librarian. A qualified student should know how to get a booklist through his Committee, and a practical test in the face of searching questions would soon prove if he really knew what he would recommend his employers to buy with public money.

Qualified students are even sent out without being taught to appreciate a decent bit of printing when they see it. If this subject were well taught at the school no longer would the Senate be able to offend our eyes with those sickly productions — the Annual Report of the University, and the Syllabus. The library students should arise in their wrath and get the thing altered, for it is an abominable piece of work to come from a seat of learning.

There is much agitation in certain quarters concerning the anomalous position occasioned by the existence of two examining bodies. Now, if there is *one* thing which is perfectly certain, it is surely this : that no Uni-

(¹) Historical association.

versity Senate will ever allow its students to be examined by any outside body. All agitation on this point, in my opinion, is, therefore, waste of time. What we can and must do, is to ensure the absolute equality of the two examinations.

The greater control the Library Association's Education Committee now exercises over examiners will certainly give satisfaction to all students, and so, too, will the discontinuance of compulsory questions. In fairness to the examiners, no criticism of their work should be made on last year's results: the examinations were quite abnormal owing to the rush of insufficiently prepared candidates who wished to avoid confronting the new syllabus.

And what of the finished product of both our schemes of education? Will he be better than the average of the past? Will he be a fit person to take his place in a world of chaotic and shifting scales of values and drastic social changes? I can only repeat what I wrote to the Massachusetts Library Club a year ago:—

"The student taking either the University Internal or the Library Association External Course, on the completion of his work may justly feel that a thorough theoretical education has been obtained, and that he has been trained in his craft to the extent, at least, of being aware of the main outlines of his profession. Then before him looms the personal task of truly educating himself to be able to take up problems of responsibility and trust with a proper conception of the latent possibilities of his profession.

"The ability to manage a large staff, to organize successfully the various departments of a modern public library, to manage and obtain the best from his Committee, to assess modern literature, and to bring the best of it and the literature of the past to the minds of his public, to see that what he cannot do well himself is done well by others, and finally to perceive with clarity and true vision what really can be done with his subtle and responsible task — all of these things depend primarily on his natural ability and power of continuous self-education. All his theoretical training can do for him is to indicate the field of activity, and to show him what others have done and how they have done it. The rest depends on himself."

SELECT LIST OF NEW BOOKS

compiled by

P. R. DAVIS

*Hon. Secretary, The Book Club, Johannesburg**Classified according to Dewey with the collaboration of*

R. F. KENNEDY

100 — PHILOSOPHY

- 128 MAETERLINCK, Maurice.** Before the great silence. Hamish Hamilton. 10. 6
Aphoristic reflections on the enigma of existence tinged by a growing pessimism.
- 136.74 DE LA MARE, Walter.** Early one morning in the spring : chapters on children and childhood as it is revealed in early memories and early writings. Faber. 21. 0
This book is a symptom of the English worship of children and their reverence of childhood, which by its range and sympathy may easily become the Bible of the Peter Pantheists.
- 173.3 STOPES, Marie.** Marriage in my time. Rich & Cowan. 6. 0
A clear account of the changed and changing outlook on the vexed problems of matrimony.

300 — SOCIAL SCIENCES

- 321.6 WOOLF, Leonard.** Quack, Quack ! Hogarth Press. 7. 6
A vigorous attack on the quacks in politics (Hitler and Mussolini in particular) and in philosophy (chiefly Spengler) with a savagely ironical chapter on Anti-Semitism. Leonard Woolf is an able and merciless debater but his tone is too shrill to carry conviction.
- 325.342 PERHAM, Margery and Lionel CURTIS.** The Protectorates of South Africa : the question of their transfer to the Union. Oxford University Press. 6. 0
The sub-title of this book sufficiently describes it, but the debate is academic.
- 330.94 SIEGFRIED, André.** Europe's crisis. Cape. 5. 0
A brief but singularly lucid account of the political and economic problems confronting Europe to-day, by the famous French publicist.

SELECT LIST OF NEW BOOKS

67

- 330.973 WELLS, H. G.** *The New America : the New World.* The Cresset Press.

2. 6

Mr. Wells' book was written before the judgment of the Supreme Court on the validity of the New Deal, but it is, nevertheless, a clear and courageous survey of the problems that confront America, and though he believes that current history is a race between education and catastrophe, he is still vaguely optimistic that the readjustment of the social mechanism and a bold reconstruction of the money-property system can be made in time to save civilization.

500 — PURE SCIENCE

- 581.9 ROCKLEY, Lady Alicia Margaret.** *Wild flowers of the great dominions of the British Empire.* Macmillan.

16. 0

A brief description, illustrated with coloured plates, of the flowers, trees and ferns of Canada, Australia, New Zealand and South Africa, including Kenya and Rhodesia.

- 591.92 BEEBE, William.** *Half mile down.* John Lane.

18. 0

Another of Dr. Beebe's fascinating studies in marine biology. Lowered in his famous bathysphere to a depth of 3,000 ft. he has discovered a new world, and in the darkening abyss of the ocean deeps has found stranger things than were dreamt of in anyone's philosophy.

600 — USEFUL ARTS

- 610.973 SIGERIST, Henry E.** *American medicine.* Milford.

16. 0

Dr. Sigerist, who occupies the chair of the History of Medicine at Johns Hopkins University, Baltimore, has given a valuable and well-documented account of American contributions to medical science, and the organization of its medical schools and hospitals.

- 616.922 ZINSSER, Hans.** *Rats, lice and history.* Routledge.

10. 6

Dr. Zinsser calls his book a "biography" of typhus fever, but it is much more than that. Indeed a greater part of the book consists of digressions and deviations from the main theme. Written with great candour and courage, its weight of learning is enlivened with a pungent humour.

700 — FINE ARTS

- 792 MASON, A. E. W.** *Sir George Alexander and the St. James' Theatre.* Macmillan.

10. 6

What memories Mr. Mason recalls of the theatrical glories of the nineties! It was Alexander who produced *Lady Windermere's Fan* and *The Importance of Being Earnest*, *The Second Mrs. Tanqueray* and other epoch making successes. Halcyon days when the world was at peace and St. James' theatre the centre of a world, and the Mecca of Society.

800 — LITERATURE

- 820.9 CRUZE, Amy.** *The Victorians and their books.* Allen and Unwin.

10. 0

Miss Cruze approaches the Victorians and their books from a new angle and has written a refreshing and well-informed account of the Victorian reader, his likes and dislikes, what type of author he preferred and why. She has evidently read enormously but carries her learning lightly.

- 821.91 BENSON, Stella.** Poems. Macmillan. 4. 6
 These poems represent all that Stella Benson had selected for publication in the event of her death. They reveal even better than her prose writings the sensitive reactions of a courageous spirit to the beauty, joy and pain of human experience.
- 822.08 FAMOUS PLAYS.** 1934-35. Gollancz. 7. 6
 The usual collection of the dramatic successes of the London season.
- 824.91 MASSINGHAM, H. J.** Through the wilderness. 15. 0
 Cobden-Sanderson.
 Another of Mr. Massingham's intimate studies of country life in this the Machine Age. He discerns the value to the community not only of the country but of country people, and would lead us back through the wilderness we ourselves have made to the charms of a simpler life, back to nature, gardens and birds.
- 860.4 MAUGHAM, W. Somerset.** Don Fernando ; or, 8. 6
 Variations on some Spanish themes. Heinemann.
 This is not strictly speaking a travel book, though Mr. Maugham has travelled extensively through Spain and knows and loves the Spanish people, but a series of reflections on Spanish life and literature of considerable charm.
- 891.7 STRUVE, Gleb.** Soviet literature. Routledge. 8. 6
 The first comprehensive study of Soviet literature to appear in English; a study of the main trends of post-revolutionary writers and the relationship between proletarian and bourgeois literature.
- 900 — HISTORY, BIOGRAPHY AND TRAVEL**
- 909.82 KING-HALL, Stephen.** Our own times, 1913-1934. 10. 6
 Vol. II. Ivor Nicholson & Watson.
 Mainly concerned with the events since the abandonment of the gold standard by Great Britain in the autumn of 1931, Commander King-Hall with his second volume concludes what is generally considered one of the best histories of our times.
- 910.4 CURLE, J. H.** Travels and men. Methuen. 6. 0
 Mr. Curle's many admirers will be pleased with his new travel sketches from many parts of the world ; he writes with equal vigour of cities, mountains and men and has many provocative comments on religion, race and eugenics.
- 914.2 BROWN, Ivor.** The heart of England. Batsford. 7. 6
 The beautifully produced books in Batsford's "English Life" series, with their excellent photographic illustrations, need no praise, and Mr. Ivor Brown's lively and well-informed account of England to-day is a worthy addition to the series.
- 914.235 WILLIAMSON, Henry.** Devon holiday. Cape. 10. 6
 Mr. Williamson has never shown himself to better advantage than in this light-hearted account of tramping expeditions, with a few friends, through Dartmoor, Exmoor and Barnstable. He has no equal as a writer on birds and beasts of the countryside.
- 915.5 MERRITT-HAWKES, O. A.** Persia : romance and 18. 0
 reality. Ivor Nicholson & Watson.
 An important book on the new Persia. Miss Merritt-Hawkes travelled alone through the length and breadth of the country, and her courage and gaiety were proof against all difficulties.

SELECT LIST OF NEW BOOKS

69

- 915.92 METFORD, Beatrix.** Where China meets Burma. Blackie. 12. 6
A description of the hinterland of Burma towards Tibet and the Chinese Province of Yunnan. Mrs. Metford, the wife of an English district officer in Burma, lived for years at Bhamo on the upper reaches of the Irrawaddy, within sight of the hills of China, and has written an excellent account of the tribes of that little known district.
- 916.76 DE WATVILLE, Vivienne.** Speak to the earth : wanderings and reflections among elephants and mountains. Methuen. 15. 0
Adventures in the Masai Game Reserve among elephants, rhino and other big game. There have been many other such books but none told with such humour and poetic charm. Miss de Watville's intense sympathy for animal life, from the elephant to the bush-cuckoo, is not the least remarkable part of her book.
- 918.7 NESBITT, L. M.** Desolate marches : travels in the Orinoco Llanos of Venezuela, illustrated with drawings by the author. Cape. 10. 6
Mr. Nesbitt, once a shift-boss on the New Kleinfontein mine, was killed in a recent air-disaster. In this book, as in his previous one on Abyssinia, he proves himself again a man of wide sympathies and able to command the respect of the natives. His death is a great loss to the literature of travel.
- 92 BENNETT, Dorothy Cheston.** Arnold Bennett : a portrait done at home. Cape. 10. 6
The best picture we have yet had of Arnold Bennett the man, told with the sympathetic insight of a woman who loved him, with all his faults and foibles. Contains 170 letters not previously published.
- 92 BURDETT, Osbert.** Memory and imagination. Chapman & Hall. 12. 6
Another example of the type of biography now so popular with authors, the "Heaven lies about us in our infancy" type, though the public has not yet shown any marked enthusiasm for these reminiscences of childhood.
- 92 CONRAD, Jessie.** Joseph Conrad and his circle. Jarrold. 10. 8
The picture that Mrs. Conrad paints of her late husband is scarcely an attractive one, she exhibits him in his domestic relations as cantankerous to the point of eccentricity, quick to anger, full of childish egotism, obstinacy etc., which seem to outweigh his more lovable qualities. His "circle", which contains so many interesting literary figures, is rather cursorily indicated.
- 92 DIAGHILEFF, Sergei Pavlovich.** Diaghileff : his artistic and private life, by Arnold Haskell. Gollancz. 12. 6
The biography of Diaghileff is necessarily a history of the Russian Ballet, and to those who know the production of a ballet is almost as exciting as a revolution. Diaghileff was one of the strangest men of our time, with all the ruthlessness of genius and the simplicity of a true artist.

- 92** **GEORGE IV, *king of England*.** George IV, by Roger Fulford. Duckworth. 9. 0
 Mr. Fulford has followed his study of "The Royal Dukes" with a full-length portrait of George IV, regent and king. It is a very good portrait of a figure of considerable oddity and has done something to reduce the "monster" of legend to an almost human human-being.
- 92** **GOLDRING, Douglas.** Odd man out: the autobiography of a "propaganda" novelist. Chapman & Hall. 15. 0
 Mr. Goldring, contrary to the prevailing fashion, does not waste a great deal of space on the chapters of his childhood, but proceeds to tell with vigour the story of his adult years, a varied and useful life that moves far beyond the narrow boundaries of so-called "literary" circles.
- 92** **MORE, Sir Thomas.** Thomas More, by R. W. Chambers. Cape. 12. 6
 A scholarly biography of the saintly author of "Utopia" and a vindication of his career as a statesman.
- 92** **RALEIGH, Sir Walter.** Sir Walter Raleigh, by Edward Thompson. Macmillan. 15. 0
 Mr. Thompson informs us that Raleigh has been one of his major interests for forty years. The result, if slightly over-documented, is good and justifies the long study. The narrative moves freely to its dramatic denouement and the splendid figure of the last of the Elizabethans emerges in all its grandeur. Despite long years of imprisonment and an ignominious death on the scaffold, Raleigh's career is one of unassailable splendour.
- 92** **SMYTH, Ethel.** Beecham and Pharaoh. Chapman & Hall. 6. 0
 A slight but delightful book. Part one is a vivid sketch of the greatest of our conductors, drawn baton in hand, as large as life and twice as natural. Part two consists of reminiscences of delightful days under the Egyptian sun, devoted to friendship and musical composition.
- 92** **STANLEY, Sir Henry Morton.** H. M. Stanley: being the authorized Life of Sir Henry Morton Stanley, by Frank Hird. Stanley Paul. 18. 0
 The life of Stanley offers incomparable material to the lover of the picturesque and an ideal subject for Samuel Smiles. Mr. Hird's book is ably written and a fitting tribute to the last of the great African explorers.
- 940** **FISHER, H. A. L.** A history of Europe. Volume II: Renaissance, Reformation, Reason. Eyre & Spottiswoode. 18. 0
 The second volume of this great work continues the record through the Renaissance and the Reformation, the Wars of Religion, the discovery of the New World, the gradual decline of Spain, the leadership of France in continental affairs, the founding of the British Empire, and the classic epoch of European civilization, the eighteenth century, concluding with the French Revolution and the coming of industrialization. An indispensable book to all libraries.

SELECT LIST OF NEW BOOKS

71

- 940.415 LAWRENCE, T. E.** The seven pillars of wisdom. Cape. 30. 0
 There is fortunately no need to commend this beautifully printed and lavishly illustrated book, which has long since established itself as a classic of English prose. The sale of 60,000 copies before publication affords one more testimony to the hold that Lawrence had on the public imagination.
- 941.591 PAKENHAM, Frank.** Peace by ordeal : an account from first-hand sources of the negotiation and signature of the Anglo-Irish Treaty, 1921. Cape. 15. 0
 Mr. Pakenham, treading among the thorny problems of Anglo-Irish relations, has confronted his difficulties with courage, tact, and commendable freedom from the bitterness aroused by the passions of that troubled period. Special sources of information have been placed at his disposal and he has made good use of them.
- 942 JERROLD, Douglas.** England. Arrowsmith. 5. 0
 A rapid review of the events and influences which have shaped English history and the English people, and a contemporary survey of political tendencies of the present day. A vigorous and stimulating book.
- 943.085 CLARK, R. T.** The Fall of the German Republic : a political study. Allen & Unwin. 15. 0
 A ruthless diagnosis of the decline and fall of the German Republic, written on the thesis that the leaders of the revolution of 1918 failed to realise how much more important it was "to make safe the regime of liberty than to win success in foreign policy," and so sacrificed the one clear gain of the revolution, political freedom. Mr. Clark ends his book by saying : "And the greatest horror of all is that when freedom went down in bloody darkness, not one German, not one descendant of Arminius, was taken arms in hand and fighting, except a poor Jewish boy driven crazy by seeing his mother battered into unconsciousness before his eyes."
- 943.085 LORANT, Stefan.** I was Hitler's prisoner. Gollancz. 10. 6
 An account of the German concentration camps by a victim, and a testimony to the brutality of the Nazi regime.
- 947.084 SEYMOUR, June.** In the Moscow manner. Archer. 12. 6
 Mrs. Seymour lived in Moscow for four years during the famous Five Year Plan and her dispassionate account of her experiences should be read by all who are inclined to see the Russian experiment through rose-coloured spectacles.
- 947.084 TCHERNAVIN, Vladimir.** I speak for the silent. Hamish Hamilton. 10. 6
 The author, an escaped prisoner of the Soviets, proves how little there is to choose between one tyranny and another.

- 967.6 HUXLEY, Elspeth.** White man's country: Lord Delamere and the making of Kenya. Macmillan. 2 v. 25. 0
 Though primarily an account of the life of the late Lord Delamere it is also, as the title suggests, an attempt to write the history of Kenya from the struggles of the Chartered Company to the present day, based on genuine research. An important and comprehensive contribution to the history of the Empire in Africa.

GENERAL

BARNES, Leonard
 BRIDGE, Ann
 BUCHAN, John
 BULLETT, Gerald
 CANNAN, Joanna
 CATHER, Willa
 EDWARDS, Hugh
 FARRELL, M. J.
 *FIELD, Rachel
 FRASER, Ronald
 *GIBBS, Philip
 GORING, Michael
 GREENE, Graham
 *HORGAN, Paul
 LAURENCE, Josephine
 McCOY, Horace
 MACKAIL, Denis
 NATHAN, Robert
 *POWYS, John Cooper
 *RAYMOND, Ernest
 STRONG, L. A. G.
 *VAUGHAN, Hilda
 YOUNG, Francis Brett

SHORT STORIES

CHAMBERLAIN, Peter
 COPPARD, A. E.
 GALSWORTHY, John
 HANSEN, H. ed.
 SMITH, Pauline

FOREIGN FICTION (In Translation)

MONTHERLANT, H. de Lament for the Death of an Uppier

ROLLAND, Romain Class
 ROMAINS, Jules Via Sacra
 Men of Good Will - Provincial
 Interlude
 SCHENDEL, A. Van The Johanna Maria
 VERCEL, Roger Captain Conan

DETECTIVE STORIES & THRILLERS

BEEDING, Francis Norwich Victims
 CHRISTIE, Agatha Death in the Clouds
 COLE, G. D. H. and M. Dr. Tancred begins
 CONNINGTON, J. J. In Whose Dim Shadow
 CROFTS, Freeman Wills Crime at Guildford
 EAST, Roger 25 Sanitary Inspectors
 FARJEON, J. J. Holiday Express
 MASON, A. E. W. They Wouldn't Be Chessmen
 WHEATLEY, Dennis The Eunuch of Stamboul
 WREN, P. C. Explosion
 YATES, Dornford She Fell among Thieves

FICTION

Zulu Paraclete (Peter Davies)
 Illyrian Spring (Chatto & Windus)
 The House of Four Winds (Hodder & Stoughton)
 The Jury (Dent)
 The Hills Sleep On (Hodder & Stoughton)
 Lucy Gayheart (Cassell)
 Helen between Cupids (Cape)
 Full House (Collins)
 Time Out of Mind (Macmillan)
 Surprising Results (Cape)
 Blood Relations (Hutchinson)
 Matthew's Passion (Heinemann)
 England made Me (Heinemann)
 No Quarter Given (Constable)
 Years Are So Long (Harrap)
 They Shoot Horses, Don't They? (Barker)
 The Wedding (Hodder & Stoughton)
 The Road of Ages (Constable)
 Jobber Skald (Lane)
 We the Accused (Cassell)
 The Seven Arms (Gollancz)
 The Curtain Rises (Gollancz)
 White Ladies (Heinemann)

What the Sweet Hell (Chatto & Windus)
 Polly Oliver (Cape)
 Forsytes, Pendyces and Others (Heinemann)
 "O. Henry" Prize Stories (Heinemann)
 Platkops Children (Cape)

Class (John Miles)
 Via Sacra (Butterworth)
 Men of Good Will - Provincial (Lovat Dickson)
 Interlude (Cape)
 The Johanna Maria (Constable)

Norwich Victims (Hodder & Stoughton)
 Death in the Clouds (Collins)
 Dr. Tancred begins (Collins)
 In Whose Dim Shadow (Hodder & Stoughton)
 Crime at Guildford (Collins)
 25 Sanitary Inspectors (Collins)
 Holiday Express (Collins)
 They Wouldn't Be Chessmen (Hodder & Stoughton)
 The Eunuch of Stamboul (Hutchinson)
 Explosion (Murray)
 She Fell among Thieves (Hodder & Stoughton)

* Published at 8/6.

THE LIBRARY IN A HIGH SCHOOL*

by

MISS S. T. SPEIGHT, B.A.

*High School for Girls, Pretoria.**The Necessity for Reading*

The most important thing that a child can learn at school is to read. When once he can do this and has learned to use a library, he has the key which will unlock for him further stores of knowledge : he may continue to study subjects after he has left school ; he can learn more of the world in which he lives and of its history ; he can gain information that may be of practical value to him ; last, but not least, he has in books an endless source of enjoyment.

Further, a man or woman who can read thoughtfully and with discrimination is a better citizen. He will be less inclined to act blindly ; he will study the various sides of the questions of the day, and so will be a more enlightened voter with a better chance of advancing his country. Thinkers are needed all over the world to-day. A writer on public libraries and national education in *The Contemporary review* in 1911 says : "There never was an age in which the need for a thinking electorate has been more obvious. We are in the midst of an age of change, and the direction of change depends on the thinking capacity of the people." These words are as true to-day as when they were written.

The necessity for reading is generally admitted — but what are conditions here in South Africa ?

We find Dr. Fife, in reporting to the Carnegie Corporation, deploring the lack of adequate library provision in our schools and universities.

Mr. Stirling, of the State Library, Pretoria, writes : "Perhaps the most serious indictment against our educational systems is to be found in the paucity of the reading population. As is shown by library statistics, a mere 4 per cent of Europeans in South Africa are readers. We spend enormous sums in teaching the child his letters, but next to nothing in teaching him how to read, how to use books and how to think." He points out that little is done to foster a love of reading in the schools, that little is done by the various governmental authorities for the public libraries.

* Extracts from a thesis for the Union First Class Teachers' Examination, 1933 read before a Meeting of the Transvaal Branch of the S. A. L. A. at Pretoria, on 17th April, 1935.

Berwick Sayers, in his delightful first chapter of *A manual of children's libraries*, writes of childhood memories thus : "Indeed, when we glance backward to our earliest years, we shall find that for most of us the things that have endured are not persons or special physical events, but a sunlit meadow somewhere, a strip of beach sizzling in a high wind, a curve of a river that flowed past us once in reality, and then for always flowed in our dreams ; and, as strong as these impressions, and often scarcely to be disentangled from them, are landscapes, rivers and seas of romance which our books gave to us.

"If this is the right interpretation of the experience of many of us, is it extravagant to say that apart from the mental and physical attributes which are his by heredity, the most subtly important thing in the life of the child is the book he *reads* ?"

Books need to be made available to the child, for the sake of his having ample opportunity to develop. Few parents can afford to make many books available to their children ; fewer still, if we think of the statistics given above, are likely to foster the love of reading in their children. Therefore, it devolves upon the school to do this.

The Elementary School

In the elementary school the love of reading should be implanted in the children. They should be led to love books — should be shown that not only are there delightful stories, but that they can also find out about their hobbies and interests from books.

Dean Russell, of Teachers' College, Columbia University, in an article entitled *The Library, the hub of the modern school*, says that libraries for children have been introduced into schools, and for adults schools into libraries, so that in time there may be neither schools nor libraries, but a new institution may emerge which will combine the best features of both. The school must show that the library books are tools of instruction as well as maps, globes, blackboards and laboratory equipment. According to the *Guide for librarians* issued by the Bureau of Libraries of the Board of Education of New York, the library in every school should be maintained as "an integral part of the instructional programme": it should function partly in articulating the reading of the pupils with the subjects taught in the school, and partly in giving the children an opportunity to become acquainted with good literature and reference books ; it should tend to form the habit of reading what is worth while, and teach the easy

and effective use of books for finding information, thus pointing the way for further education after school days.

The High School : Need for and Use of a Library

The work begun in the elementary school should be carried on in the high school, and indeed a good library is an essential part of a high school. The Board of Education's *Memorandum on libraries in state-aided secondary schools in England*, 1928, speaks of a library as being "no less an indispensable part of every secondary school than a laboratory." A laboratory is used only in the study of science — the library serves every subject in the school curriculum. It is obvious that the more a child reads the more facility he gains in writing and speaking a language. Books are essential in language teaching, especially books of the right sort.

Using the Library in Teaching

Teaching can be arranged in such a way that the pupils themselves gather and make use of the information. Every good teacher in the end hopes that his pupils will love knowledge, and seek it for its own sake ; he would rather that they found out information than that he gave it. To send them to the library develops the habit of doing independent work, opens to them new books, and teaches them to use the library. There are various ways of doing this ; the most obvious and the one most frequently used is to set an essay for which information must be gathered. Another method is to assign various topics to various pupils, and get them to report to the class, when their reports serve as a basis for class discussion, namely, as the basis of a lesson. Or the class may be divided into small groups each perhaps with a leader or chairman ; the members of these may work together as arranged by the chairmen, and the chairmen finally report for their groups to the class.

The Dalton plan of individual work may also have the contracts arranged in such a way as to necessitate the use of the library.

Constantly in reading, problems arise which reference to the library may solve — perhaps the *Classical dictionary* is needed, or the *Dictionary of phrase and fable*, or the *Dictionary of modern English usage*. Of course, the teacher may tell the class, but it is often better to send a pupil to look up the point and report: the class may remember better and the pupil learns to use reference books. Pupils should be encouraged to keep notebooks in which they enter information they have gained for themselves. This helps them to use books.

Need for a Library on the School Premises

It is obvious from what has been said that if a library is to be of real use to a high school it must be on the premises. It is quite absurd that a class should have to wait while information is sought from the public library. A comparison may occur, and the book is fetched at once. It should be made easy for the pupils to use the library. If they have to journey into town to do so, none, except a few enthusiasts, will do it. Thus the problem seems to be two-fold : *to have a library available, and to get the pupils to use it.*

In a large school there is no excuse for being without a library. A small subscription from each pupil (in a school of 500, 2/6 per annum) will serve to keep it going well and to add from time to time to the collection of books. Money can be raised by entertainments ; parents, friends and past pupils can be encouraged to donate books (but should if possible be advised to consult the librarian first). Smaller schools have a rather more difficult problem : for one thing the number of volumes per pupil needs to be greater in a small school than in a large. The reasons for this are, first, that the essential books, e.g. dictionaries, *Encyclopaedia Britannica*, representative English authors, standard books in various subjects, are the same as for a large school, and secondly, if there is to be a variety of books available to the pupils these must be more in number per head : one book per pupil in a large school of 500 makes 500 books available ; in a school of 200 there would be only 200 available if they were bought on a *per capita* basis. Of course, some variety is secured by the fact that pupils change from year to year, but again the change is greater in a large school.

In the Board of Education Pamphlet no. 51, 1928 — *Memorandum on libraries in state-aided secondary schools in England* — having a library in the school is advocated since "free access is of the utmost importance." It is concluded that the first initial outlay can hardly be less than £100, and the minimum expenditure £20, while £25 is common ; that grants to school libraries in England vary ; that sometimes they are initial and sometimes based on amounts raised by the school. Grants-in-aid from the educational authority, at least for a start, seem to be considered necessary.

Methods of Supplying Books to Schools.

In Cardiff, where pioneering work was done in connexion with books for children, the original plan was that the Education Committee financed the scheme for books in schools, the public libraries committee

contributing service for organization and supervision. Stocks were overhauled by the public libraries in the summer holidays, while in term the teachers were responsible for lending out the books. It was soon found by additions and replacements that schools need not exchange collections to get variety, and so it has since taken place only in groups of under 250 volumes each. The advantage of this, to quote a report, is that "a group becomes the permanent property of the school concerned, and both teachers and scholars are more likely to take a pride in their own collection."

In Cleveland, U. S. A., the public library has branches in twelve senior high schools, in nine junior high schools, in nine elementary schools and in the Normal School. Each school keeps most of its books, especially the reference books, which it buys itself from year to year, but fiction is changed from time to time and any book may be secured from the main library. Books not used are returned to the central library and substitutes suggested. The school libraries are staffed by trained librarians who belong to the staff of the public library and are paid by it. They are trained specially to study the needs and the outlook of teachers. The librarian is expected to have, or to acquire quickly, a special knowledge of the books suited to her type of school. Mr. Stirling says that the books available should be varied to be attractive to the pupils. The Germiston scheme, inaugurated by him, began by the Germiston Public Library's collecting the existing school libraries. Then books bought by a grant from the Education Department were added to bring the initial number of books up to 40 per per 100 pupils. The books are distributed in proportion to the size of the school, and called in every six months for revision, repairs and redistribution. On the recommendation of the Transvaal Education Commission of 1919 the plan was extended to the Witwatersrand East School Board area, and in 1927 the Witwatersrand West and Vereeniging areas. In September, 1931, there were 75 schools participating in the school library system centralised at Germiston. When books are to be redistributed, school principals are invited to help in the selection. This system is the only one of its kind in South Africa. A school librarian is in charge of the books. The field of choice of books is large, the school is brought into contact with the public library, and the cost of upkeep is less than that of maintaining separate school libraries.

Mr. Stirling, however, adds that "in addition to books for home reading, every school ought to have its own reference library, housed in a room specially provided for the purpose and in charge of a trained librarian. It should be the duty of the librarian to instruct the pupils in the use of the books and the best means of finding information for

themselves. Work in the library should occupy a place in the curriculum of all schools, and each class should be allotted definite weekly periods for this week. It is only in this way and by general reading that the individual powers of the pupil will be called forth and school instruction becomes a really educative process." Thus merely to have books sent to the school is not enough.

Plans for Providing School Libraries

From these date perhaps a plan on one of the following lines could be evolved :

1. When a school is built a room should be set aside as a library wherein the books may be housed and pupils come to borrow them or to consult them.
2. Just as the school is equipped with desks and blackboards it should be equipped with an initial number of standard books. Every effort should be made to add to this stock as time goes on.
3. An exchange of books, as under the schemes outlined above will secure variety.

How these floating books, as they may be called, are to be managed opens up a difficult problem.

- A. The public library scheme of the town might manage the scheme as Germiston does. But some country places hardly have libraries and unless the Education Department was prepared to make some grant it is unlikely that the libraries in the larger centres would be willing to undertake the work involved.
- B. Another plan would be to keep the school libraries entirely separate from the public libraries, to have the work in charge of an Education Department librarian who would manage the circulation of books. The books could be chosen by a representative committee of teachers, and suggestions sent in by the schools. In the longer holidays the books could be overhauled, and then teachers willing to assist with that work could signify their willingness to do it, and could receive extra pay as they do for correcting examination papers; or every year new recruits to the profession could be required to assist in the work for a few days, and thus in time all teachers would come to know a little of the books available for the schools. The departmental librarian could be most helpful to the school libraries and would, of course, prepare lists of suggestions, and make it his business to know

about books. This would not mean that the pupils contribute nothing: their subscriptions could go partly to the upkeep of the school library, partly to the central fund.

- C. Yet another alternative would be to have even closer co-operation between schools and public libraries than there is at present, to have something more like the Cleveland scheme mentioned above. There is no reason why the library of the high school in a small country town should not serve the adult community as well, and be available to the elementary school too. It would adjoin the school premises, and be available to adults at certain hours. Circulating books could be supplied from a central library. Adults use the school collections in France.

Management of the School Library

The mere provision of books does not, however, constitute a school library, and it would be well to discuss this before proceeding to the consideration of the problem of how to induce boys and girls to use books. A room for a library is a necessity. It is obviously impossible to house them in a classroom and interrupt the class when one desires to refer to some book during a lesson. Nor is it possible to divide all fiction up into books suited to various forms and keep them in the form rooms. Form and age are not sufficient guides to the books a pupil will read. Besides, a scattered collection is difficult to check. If pupils are to use the library themselves a room is absolutely essential, and should be provided with the school building. If the school library is to be a training ground for the use of the public library, then it should not be a mere collection of books, it should be catalogued and managed as far as possible on the same lines as the public library. This leads us to a consideration of the school librarian, and of the assistance that might be rendered by the public library.

In the United States, though by no means all high schools have libraries, facilities are increasing every year; in many cases care and thought and money are spent; school librarians form a section of the American Library Association; reports of the proceedings are given in the bulletins; and they are also represented at teachers' conferences. Many schools there also work in close co-operation with public libraries. The number of public high schools in America was given in 1930 as 23,930. Of these high schools 6,013 actually have libraries. According to reports, where schools are large there is at least one full-time librarian; in smaller schools one of the staff may be on duty for a certain time every day, or,

if the school library is co-operating with the public library, an assistant comes to manage it. Of course, English education differs in many ways from American, and the ordinary South African high school is more on the English model: we do not have vocational training, technical, commercial and agricultural, as they do in America, and we never have such enormous schools. Still, there seems to be a more progressive outlook in the U. S. A. toward school libraries than there is in England or South Africa.

Aims of the School Library, and the School Librarian and his Training

The duties of a school librarian should really be very considerable, and it is worth while to think what they are.

According to the *Guide for librarians* issued by the Bureau of Libraries of the Board of Education of New York, the specific aims of the school library are these:—

1. To develop a love for reading. The librarian himself must know and love books, and be able to inspire the pupils with a love of them. He must know books and children's taste sufficiently to be able to choose and recommend the suitable books and he must be able to recommend books tactfully. He must have *time*, then, to get to know his books, time to select new ones, and time to help the pupils choose books. He can make lists of books for holiday reading and seek out and encourage non-readers to become readers.
2. To give through reading a background for the appreciation of literature and an interpretation of life's situations. He must know not only literature but books that give a background to it — geography, travel, history. He should keep in touch with current events, post articles dealing with them up in the library, and lists of books or articles to be consulted. He can draw attention to exhibitions and readings. For example, such an episode as the trouble between China and Japan might call for newspaper cuttings, a note to look at the pictures in the current periodicals, a list of books on the two countries, and so on. He should keep in touch with school activities and be ready to give publicity to such matters as thrift, scouting, guiding, etc. Perhaps he might post a list of books on games, tennis, cricket, etc. He might get to know the interests or hobbies of scholars, and have ready books or articles on such matters. He will be interested in and ready to help the school literary or debating clubs, to provide pictures of costumes for theatrical productions, and so on.

(To be continued)

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Copyright Law in South Africa	by J. S. F. Ungerer	33
Bibliographical Notes	37
Nuwe Rigtings in die Biblioteekwese ..	by P. C. Coetzee	40
Library Notes and News .. .. .	.. .. .	46
Library Legislation in South Africa ..	by M. M. Stirling	49
Appointments, Retirements, etc. .. ..	.. .. .	55
Professional Education .. .. .	.. .. .	56
S. A. Library Association, Transvaal Branch	Report of the Activities of the Branch	58
Professional Education and Training ..	by F. Seymour Smith	60
Select List of New Books	by P. R. Davis and R. F. Kennedy	66
The Library in a High School	by S. T. Speight	73

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